DOCUMENT RESUME

ED 187 839 CE 016 830

TITLE Adult Competency Education Kit. Basic Skills in Speaking, Math, and Reading for Employment. Part L. ACE Competency Based Job Descriptions: #52--Maid: #54--Ticket Agent: #55--Cosmetologist: #57--Counterperson: #58--Cook's Helper: #59--Kitchen Helper.

INSTITUTION San Mateo County Office of Education, Redwood City, Calif. Career Preparation Centers.

SPONS AGENCY California State Dept. of Education, Sacramento. Bureau of Adult Education.: Office of Education (DHEW), Washington, D.C.

PUB DATE Sep 77

NOTE 87p.: Parts of this document will not reproduce well due to poor print quality. For related documents see CE 016 818-836.

EDRS PRICE MF01/PC04 Plus Postage.

DESCRIPTORS Adult Basic Education: Adult Vocational Education: Basic Skills: Behavioral Objectives: *Cleaning: *Communication Skills: Competency Based Education: Cooks: *Cosmetologists: Employment Potential: Employment Qualifications: Evaluation Criteria: *Food Service Workers: Job Performance: Job Skills: *Mathematics: *Occupational Information: Reading Skills: Service Workers

IDENTIFIERS Adult Competency Education Project: California (San Mateo County): *Ticket Agents

ABSTRACT

This ninth of fifteen sets of Adult Competency Education (ACE) Competency Based Job Descriptions in the ACE kit contains job descriptions for Maid, Ticket Agent, Cosmetologist, Counterperson, Cook's Helper, and Kitchen Helper. Each begins with a fact sheet that includes this information: occupational title, D.O.T. code, ACE number, career ladder, D.O.T. general educational developmental level, site(s) at which job can be observed, job requirements, and job description (D.O.T.). The following pages list twenty to forty competencies (specific math and communicative activities) needed to function successfully in the occupation. Each competency is presented as (1) exact skill found to have been essential to the job during an on-site employee interview, (2) measurable instructional objective defining the skill (performance criterion, not job related), and (3) specific task with which to test a student's ability at the skill (the job-related performance criterion). (Instructional objectives match those in the ACE Taxonomy as indicated by a code identifying unit, item, and specific objective.) Skills that are prerequisite to the competencies are noted. (Additional job descriptions, kit manuals, and the project final report are also available in ERIC--see Note.) (YLB)

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ED187839

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Adult Competency Education kit

a project of the career preparation centers

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PART L

ACE COMPETENCY BASED JOB DESCRIPTIONS:

52 - Maid
54 - Ticket Agent
55 - Cosmetologist
57 - Counterperson
58 - Cook's Helper
59 - Kitchen Helper

BASIC SKILLS IN SPEAKING, MATH, AND READING FOR EMPLOYMENT

Products and Processes
Developed by the
Adult Competency Education Project
Director, Joe Cooney

OE 016 830

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NOTE

JOB DESCRIPTION NUMBERS. ACE investigated 100 jobs and developed 68 of them into Competency Based Job Descriptions. The above 68 are numbered according to the original listing. The gaps are in the numbering only. This is a complete list of the ACE Competency Based Job Descriptions.

A.C.E. COMPETENCY BASED JOB DESCRIPTION 52

OCCUPATIONAL TITLE: MAID

COMPETENCY BASED JOB DESCRIPTION FACT SHEET

OCCUPATIONAL TITLE: MAID

D.O.T. CODE: 323.887 (4th Ed.: 323.684-014)

A.C.E. NUMBER: 52

CAREER LADDER:

FIRST LEVEL: Maid (On the Job training)

SECOND LEVEL: Instructor Maid (lateral to linen)

THIRD LEVEL: Inspector

FOURTH LEVEL: Executive Housekeeper

FIFTH LEVEL: Assistant Manager

D.O.T.'s GENERAL EDUCATIONAL DEVELOPMENT LEVEL: 2

SITE WHERE THE JOB CAN BE OBSERVED:

Hyatt House of Burlingame
1333 Bayshore Highway
Burlingame, Ca.

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The Adult Competency Education Project
SAN MATEO COUNTY OFFICE OF EDUCATION
609 Price Ave., Redwood City, CA 94063
364-5600 Ext.

Number of annual jobs in San Mateo County: 226. This number is based upon the San Francisco-Oakland SMSA, U.S. Census Manpower projections and the quarterly employment security application record system reports on local San Mateo County Employment Development Department job opening activity.

Usual Entrance Requirements: **Application Form**
Interview
On The Job Training
Must Join Union

JOB DESCRIPTION (DOT): Cleans room and halls in such establishments as hotels, motels, restaurants, clubs, depots, beauty parlors, and dormitories, performing any combination of the following duties: Sweeps and mops floors, vacuums carpets, dusts furniture, cleans bathroom fixtures, and brushes curtains, draperies and upholstered furniture, using broom, mop, vacuum cleaner, brushes, sponges, cloths, detergents, polish, and disinfectant solutions. Empties wastebaskets and ashtrays, replenishes towels and soap and fills restroom dispensing machines. Washes walls, woodwork, and windows, and polishes brass and chrome. Sorts, counts, folds, marks, or carries linens. Makes beds. Checks wraps and renders personal assistance to patrons. Moves furniture, hangs drapes, rolls carpets, and replaces light globes.

THE ACADEMIC REQUIREMENTS FOR THE JOB OF

MAID

Below are listed first in general terms and then in specific competencies the math and communication activities which a person must typically be able to carry out to function successfully as a maid.

The right-hand column lists the exact competencies found to have been essential to the job in our on-site employee interview. This column also notes the skills which are prerequisites to those competencies.

The middle column *states the skill in more general language. The controlled language of this column permits comparison of skills between occupations.

*The items in the middle column have been abstracted from an abbreviated version of the taxonomy of generic skills developed by Kawula, W., and Smith, A. De W.; Generic Skills Handbook of Occupational Information, Training Research and Development Station, Prince Albert, Saskatchewan, 1975.

1A.1 Prerequisite to 1A.5 Given a series of numbers in numeral form (e.g., 10, 20, 30), be able to copy series in hand-written form with 100% accuracy.

1A.2 Prerequisite to 1A.5 Identify place value of digits in a given whole number with up to seven digits.

1A.3 Prerequisite to 1A.5 Read a given whole number less than ten million and write its name in words.

1A.4 Prerequisite to 1A.5 Write a whole number less than 10 million given the word name of the number.

1A.5 A MAID must be able to count linens removed from rooms.

To accomplish this task, the student must be able to count a set of up to 100 objects, and state or write the number of objects counted.

To demonstrate the ability to perform this task, the student will count and write the number of pencils on the table.

1B.1 Prerequisite to 1B.2 Perform additions of whole numbers given instructions such as:

What is the total of 8 and 5? $8 + 5 = ____$.
8 plus 5 is ____.
Find the sum of 8 and 5.
Add 8 and 5.

$$\begin{array}{r} 8 \\ +\ 5 \\ \hline \end{array}$$

1B.2 A MAID must be able to add up the number of linens taken from the rooms during the day.

To accomplish this task, the student must be able to find the sum of a set of whole numbers of 1 - 5 digits including cases where carrying is required.

To demonstrate the ability to perform this task, the student will add and write the total:

$$\begin{array}{r} 45 \\ 29 \\ 17 \\ +\ 6 \\ \hline \end{array}$$

KEY: 97

1B.3 **Prerequisite to 1B.4** Perform subtraction of whole numbers given instructions such as:

8 minus 5 is ____.
Subtract 5 from 8.
Find the difference of 8 and 5.
8 - 5 = ____.

If you had 8 and gave away 5, you would have ____.

$$\begin{array}{r} 8 \\ -5 \end{array}$$

1B.4 A MAID must be able to keep track of how many items there are on the supply cart.

To accomplish this task, the student must be able to find the difference of two 1 - 5 digit numbers including cases where borrowing is required.

To demonstrate the ability to perform this task, the student will compute the following problems:

a. $\begin{array}{r} 48 \\ -19 \end{array}$ b. $\begin{array}{r} 103 \\ -64 \end{array}$ C. $\begin{array}{r} 2137 \\ -666 \end{array}$

KEY: a. 29, b. 39, c. 1471.

1C.1 A MAID must be able to count linen and other supplies.

To accomplish this task, the student must be able to perform multiplication of whole numbers given instructions such as:

6 times 2 is ____.
Three two's are ____.
The product of 6 and 2 is ____.

6 x 2 = ____.

$$\begin{array}{r} 6 \\ \times 2 \end{array}$$

To demonstrate the ability to perform this task, the student will correctly solve the following problems:

a. $\begin{array}{r} 2 \\ \times 2 \end{array}$ b. $\begin{array}{r} 8 \\ \times 3 \end{array}$ c. $\begin{array}{r} 6 \\ \times 7 \end{array}$ d. $\begin{array}{r} 8 \\ \times 7 \end{array}$ e. $\begin{array}{r} 9 \\ \times 6 \end{array}$

KEY: a. 4, b. 24, c. 42, d. 56, e. 54.

1C.2 **Prerequisite to 2A.5** Find the product of a given pair of whole numbers of which one number is up to five digits and the other number up to three digits.

1C.3 Prerequisite to 2A.5 Perform division of two simple whole numbers (no remainder) given instructions such as:

6 divided by 2 is ____.
2 into 6 goes ____ times.
The quotient of 6 divided by 2 is ____.

$6 \div 2 =$ ____.
$2\overline{)6} =$ ____.
$\frac{6}{2}$ ____.

1C.4 Prerequisite to 2A.5 Find quotients of 1 - 5 digit dividends and 1 - 3 digit divisors including cases where there are remainders.

2A.1 Prerequisite to 6D.2 In a given diagram or illustration, name the fraction which represents a given number of parts out of a total number of equal parts.

2A.2 Prerequisite to 2A.5 Reduce a fraction to its simplest form (lowest terms).

2A.4 Prerequisite to 2A.5 Write equivalent fractions for a given fraction given a new numerator and denominator.

2A.5 A MAID must be able to determine the correct amount of cleaning fluid to use.

To accomplish this task, the student must be able to arrange a set of fractions and/or mixed numbers in ascending or descending order.

To demonstrate the ability to perform this task, the student will put the following fractions in descending order and then read them to the instructor in ascending order:

1/5, 9/10, 4/9, 1/3, 1/2, 1/8.

6D.2 A MAID must be able to mix cleaning solutions in correct proportions.

To accomplish this task, the student must be able to measure liquid content or capacity of a container to within 1 unit of the scale on the measuring instrument.

To demonstrate the ability to perform this task, the student will measure out 1/2 cup of water and put it into a graduated beaker. Then, the student will fill the beaker until it contains 3/4 cup.

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6G.1 Prerequisite to 6G.2 Add and subtract 12-hour clock times including cases where borrowing is required.

6G.2 A MAID must be able to clean several rooms within an allotted time.

To accomplish this task, the student must be able to measure the actual duration of time expended to perform routine functions, correct within 5% of actual duration.

To demonstrate the ability to perform this task, the student will keep an exact written record of time spent at ACE for three appointments.

8A.3 Prerequisite to 8A.5 Identify a series of consecutive whole numbers or multiples of whole numbers with or without equal subdivisions between numbers on a measuring device, as a graduated scale.

8A.4 Prerequisite to 8A.5 Write the size of the interval between:

a. numerals on a graduated scale.
b. subdivisions on a graduated scale.

8A.5 A MAID must be able to set room thermostats at 67°.

To accomplish this task, the student must be able to write the measurement indicated on a sketch of a graduated scale:

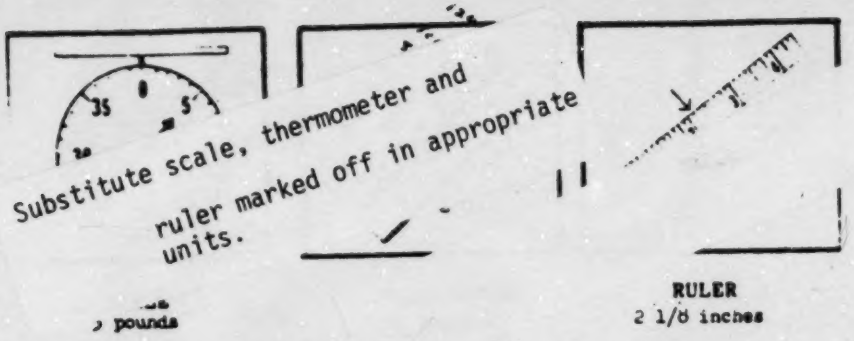
a. to the nearest whole number when the scale is marked off in consecutive whole numbers with or without subdivisions;

b. to a given precision when the scale is marked off in multiples of a whole number with or without subdivisions;

c. to a given precision when the scale is marked off in whole numbers with or without subdivisions representing fractions such as halves, quarters, eighths, sixteenths, tenths, or fifths;

d. to a given precision when the scale is marked off in whole numbers which represent multiples of a given number such as 100 or 1000.

To demonstrate the ability to perform this task, the student will refer to the graduated scales below and determine the readings:



13A.1 A MAID must be able to read the letter symbols on the Maid's Daily Work Sheet.

To accomplish this task, the student must be able to, given letters of the alphabet in manuscript form and in random order, read each letter and pronounce each letter correctly.

To demonstrate the ability to perform this task, the student will read the letters O, K, T, H, J to the instructor.

15A.1 Prerequisite to 15A.3 Read a list of 50 words from a series of commonly used terms (e.g., from the Dolch List).

15A.2 A MAID must be able to identify for use a variety of frequently used products.

To accomplish this task, the student must be able to read words from the labels of frequently used products or of products used in a given occupation.

To demonstrate the ability to perform this task, the student will read 52-A.

15A.3 A MAID must be able to converse with co-workers.

To accomplish this task, the student must be able to read and use in an oral sentence words from a list of words common to the vocabulary of a given occupation.

To demonstrate the ability to perform this task, the student will match the following with 90% accuracy:

A. polish
B. baseboard
C. headboard
D. check out
E. dispenser
F. detergent
G. carpet
H. linen
I. vacuum
J. disinfectant
K. valet
L. electrical

1. chemical used to destroy harmful bacteria
2. short for vacuum cleaner; a machine for cleaning carpets, etc., by suction
3. a heavy fabric for covering a floor, stairs, etc.
4. a cleansing substance that is like soap but is made synthetically
5. a container designed to dispense its contents in handy units or portions
6. to smooth and brighten, as by rubbing
7. the time by which one must check out of a hotel, etc.
8. things made of linen, or of cotton, etc., as tablecloths, sheets, etc.
9. a board or frame that forms the head of a bed
10. an employee, as of a hotel, who cleans or presses clothes etc.
11. connected with the use of electricity
12. a board or molding covering the edge of a wall next to the floor

KEY: A-6, B-12, C-9, D-7, E-5, F-4, G-3, H-8, I-2, J-1, K-10, L-11.

16A.1 Prerequisite to 16A.4 Identify a form as a standardized printed document with blank spaces for recording certain needed information.

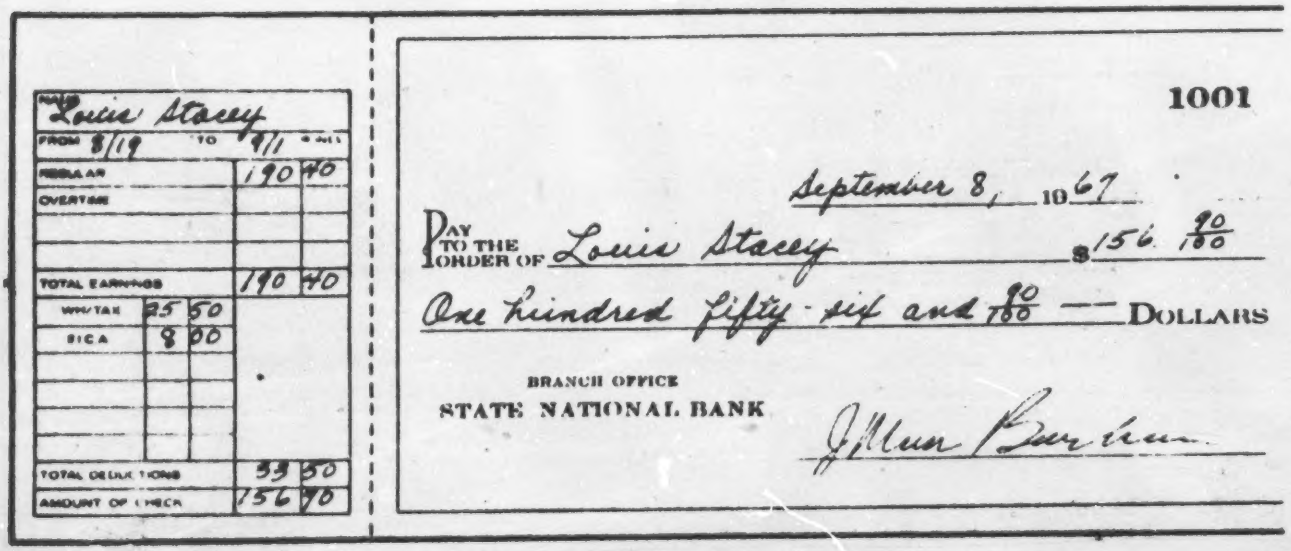
16A.2 Prerequisite to 16A.4 Interpret terminology and abbreviations frequently found in forms.

16A.3 Prerequisite to 16A.4 Identify various kinds of forms by stating the kind of information to be recorded.

16A.4 A MAID must be able to receive and read a regular paycheck.

To accomplish this task, the student must be able to, given a variety of common business forms such as work orders, job orders, issue and receipt vouchers, claims and purchase orders, answer factual questions based on the data on the forms.

To demonstrate the ability to perform this task, the student will refer to the check stub to the left and determine that Louis Stacey received gross pay of $190.40; the deductions were $25.50 for withholding, $8.00 for Social Security, and the net pay was $156.90.



NAME Louis Stacey			
FROM 8/19 TO 9/1			NO.
REGULAR		190	40
OVERTIME			
TOTAL EARNINGS		190	40
W/H TAX	25	50	
SICA	8	00	
TOTAL DEDUCTIONS		33	50
AMOUNT OF CHECK		156	90

1001

September 8, 1067

PAY TO THE ORDER OF Louis Stacey $156 90/100

One hundred fifty-six and 90/100 — DOLLARS

BRANCH OFFICE
STATE NATIONAL BANK

J Allen Burton

16B.1 Prerequisite to 16B.3 Describe the uses of charts and tables and define them as a visual way to give information in a compact and organized form.

16B.2 Prerequisite to 16B.3 State the type of information recorded on given charts or tables.

16B.3 A MAID must be able to fill out an employee time record.

To accomplish this task, the student must be able to, given common reference tables and charts such as organization charts, parts charts, reference tables, including charts and tables designed in matrix form (rows and columns), answer factual questions based on the data supplied.

To demonstrate the ability to perform this task, the student will refer to the chart below and determine the correct numbers of linen for a doubles bathroom.

Linen Requirement

King Rooms	Double	Twins
2 Bath towels	4 Bath towels	3 Bath towels
2 Hand towels	4 Hand towels	3 Hand towels
2 Wash cloths	4 Wash cloths	3 Wash cloths
2 Covered glasses	4 Covered glasses	3 Covered glasses
1 Ashtray with matches	1 Ashtray with matches	1 Ashtray with matches
1 Dial and 1 Ivory	2 Dial 1 Ivory	2 Dial and 1 Ivory

16D.1 Prerequisite to 16D.5 Identify a manual as a handbook of instructions and/or information related to one topic, and give an example of a manual.

16D.2 Prerequisite to 16D.5 Identify the particular kind of information or directions included in a given manual, using the title, table of contents, and/or index as guide.

16D.3 Prerequisite to 16D.5 Identify the parts of a given manual which apply to a given situation using the table of contents and/or index as guide.

16D.5 A MAID must be able to read the maid's training manual for instructions.

To accomplish this task, the student must be able to apply instructions or information from a given manual to a particular situation given an oral description of a problem that can be solved using information from the manual.

To demonstrate the ability to perform this task, the student will read the following paragraph and determine that if a pair of shoes were found in a room from which a guest had checked out, the shoes should be marked with the room number, date, and maid's name, and taken to the Housekeeping Department.

Place cart close to wall.

Under no circumstances knock on a room with a "DO NOT DISTURB" sign on the door. Advise your housekeeper or inspector and, if necessary, you will be given another room. If you have a room "BUTTON OUT", inform your housekeeper or inspectress.....A "NOT USED" room or a "PICKUP" could appear on your chart.

Any "FOUND" articles left in the room by a guest should be marked by room number, date and maid's name and brought to the Housekeeping Department.

17A.1 Prerequisite to 19A.12 Select appropriate titles for paragraphs, given a list of titles.

17A.3 Prerequisite to 19A.12 Identify orally the main idea in a given paragraph.

17A.7 Prerequisite to 19A.15 Do an exercise that requires recall of given instructions or information.

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17A.13 Prerequisite to 19A.15 Given a set of written instructions involving activities to be performed by a number of people, and the particular roles, prepare a list and sequence of activities to be performed.

19A.12 A MAID must be able to follow special directions given by the supervisor.

To accomplish this task, the student must be able to list directions that were given by a speaker.

To demonstrate the ability to perform this task, the student will listen to the following directions and repeat them to the instructor:

a. turn down the beds in #134;
b. set the thermostat at 75° in #201;
c. bring an extra set of towels to #324.

19A.15 A MAID must be able to perform tasks at the request of patrons.

To accomplish this task, the student must be able to perform a series of two or three activites which require recall of oral instructions. (The activities to be within the abilities of the student - recall is the item to be demonstrated.)

To demonstrate the ability to perform this task, the student will listen to the following oral instructions (read by the instructor) and execute the indicated tasks:

a. Write down the whole numbers from one to ten;
b. Cross out every other number beginning with 2;
c. Add one to each remaining number.

21A.2 A MAID must be able to record dates when keeping records of work activities.

To accomplish this task, the student, when given dates of the year, must be able to locate dates on a current calendar.

To demonstrate the ability to perform this task, the student will find August 29 and February 2 on a calendar provided by the instructor.

21A.3 A MAID must be able to write the room number, date and her name on "found" articles.

To accomplish this task, the student, when given a date (day, month, year), must be able to write the date using correct punctuation and capitalization.

To demonstrate the ability to perform this task, the student will write 15 July 1976 Wednesday as Wednesday, July 15, 1976.

21A.4 Prerequisite to 21A.6 Given a standard clock, tell correct time to within 5 minutes of actual time.

21A.5 A MAID must be able to write the times of day on her employee time record.

To accomplish this task, the student, when given the times of the day, must be able to write time:

a. 8:00
b. eight o'clock
c. 8 o'clock

To demonstrate the ability to perform this task, the student will write 8:00 as 8:00, eight o'clock, and 8 o'clock.

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21A.6 A MAID must be able to record both before noon and after noon times on her time record.

To accomplish this task, the student must be able to explain and use correctly the abbreviations A.M. and P.M.

To demonstrate the ability to perform this task, the student will write the times indicated below

morning

afternoon

21A.8 A MAID must be able to fill in the names and addresses of former employers when completing a job application form.

To accomplish this task, the student, when given a list of names and addresses, must be able to write items using proper capitalization and punctuation.

To demonstrate the ability to perform this task, the student will write the following:

Mr. John Brown
1012 Sansome Street
Cupertino, CA 95014

when given

California, Cupertino 95014
Brown, John
1012 Sansome St.

22A.1 Prerequisite to 22B.2 Given simple data in the form of words and figures, write phrases on forms which are legible and which convey the desired information.

22B.1 A MAID must be able to keep a daily record of work done.

To accomplish this task, the student, when given simple data in the form of words and figures, must be able to write complete sentences on forms which are legible and which convey the required information.

To demonstrate the ability to perform this task, the student will fill out 52-B accurately and legibly with the following information:

Room 101 - 2 double sheets, 2 pillow cases, 3 bath towels, 2 handtowels;
Room 102 - 4 twin sheets, 3 pillow cases, 1 bath mat, 2 wash cloths;
Room 105 - 2 king sheets, 2 pillow cases, 1 blanket. Also one of the chairs has a broken leg (it wobbles).

The student will fill in the remaining blanks on the form.

22B.2 A MAID must be able to complete an application form before she is hired.

To accomplish this task, the student must be able to complete a sample application form for employment in a legible manner.

To demonstrate the ability to perform this task, the student will complete application 52C.

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26B.1 A MAID must be able to sort linens for rooms.

To accomplish this task, the student, when given objects, must be able to sort by given classification criteria. The sorting should require a minimum of judgment. To oversimplify, sorting apples by types or tools by various generic classifications would be appropriate but sorting apples by quality or lumber by grades is a rating skill.

To demonstrate the ability to perform this task, the student will sort a collection of pens, pencils and paper clips into three separate piles of like items.

52-A

LIMIT OF ROOM SUPPLIES ON CART

895

STATIONARY FOLDERS	3
STATIONARY	15 SHEETS
ENVELOPES	15
NEWSLETTER	10
POST CARDS	15
TOUR ADVERTISING	3
SCRATCH PADS	5
HYATT ADVERTISING	3
GUEST COMMENT	10
MATCHES	25 PKG.
ASH TRAYS	3
PAPER TOWELS	15
GLASSES	2
GLASS COVERS	25
ENERGY INFORMANT	3
DIAL	20 BARS
IVORY	15 BARS
LAUNDRY BAGS	10
SWIM SUIT BAGS	10
LAUNDRY SLIPS	15 SHEETS
VALET SLIPS	15 SHEETS
PENS	12
DO NOT DISTURB	1
KLEENEX	4 BOXES
TOILET PAPER	4 ROLLS

WHEN USING SOMEONE ELSE'S CART LEAVE IT WITH SUPPLIES AND NEAT AND CLEAN

ARLINE
HOUSEKEEPER

52B

EMPLOYEE TIME RECORDS

968

APPROVED BY _____ DEPT. _____ DAY _____ DATE _____

EMPLOYEE SIGNATURE	IN	10 MIN.		1/2 HR. MEAL		10 MIN.		OUT	TOTAL HR.		EMPLOYEE SIGNATURE
Mary Brown	1 45 AM	2:40	10:50	12:00	12:30	2:40	2:50	4:15 PM	5		Mary Brown

52C

MAIDS DAILY WORK SHEET

ROOM	RDY	PICK UP	STAY	NO. BED SHEETS D	K	T	NO PILLOW SLIPS	NO BATH TOWELS	NO HAND TOWELS	NO BATH MATS	NO WASH CLOTHS	NO BLNKTS	NO BED PADS	NO BED SPRDS	DRAPES	REMARKS: (Include Maint. Work Required.)

MAIDS TIME:
START _____ A.M. FINISH _____ P.M. MAID _____

LUNCH 12:00 TO 12:30
TOTAL TIME _____ HOURS _____ MINUTES DATE _____

CENTRAL M-4820 7/73

52-C

EMPLOYMENT APPLICATION

1. NAME (Last) (First) (Middle)

2. ADDRESS (Number, Street, City, Zip Code) | 3. TELEPHONES Home ____ Business ____

Length of Time at Current Address | Time at Previous Address

QUESTIONS 4 THROUGH 10 MUST BE ANSWERED *YES* OR *NO*

	YES	NO
4. Do you have a valid California Drivers License?		
5. Do you claim Veteran's Preference? If *Yes*, complete the following and submit copy of DD214 with application. (Veteran's Preference is applicable to entry level positions, only.) SERVICE DATES From ____ To ____ **NOTE:** To receive credit you must have served at least 30 days in the United States Armed Forces in time of war, or national emergency declared by the President of the United States of America, and have been discharged or released under conditions other than dishonorable.		
6. May we contact your present employer as to your qualifications, character and ability?		
7. Have you ever been dismissed from employment or resigned to avoid dismissal for misconduct or unsatisfactory service? (If *Yes*, give details in Question 11)		
8. Have you ever received Workman's Compensation? (If *Yes*, describe in Question 11)		
9. Have you any disease, nervous disorder, physical disability or infirmity? (If *Yes*, describe in Question 11)		
10. Have you been hospitalized for any reason in the past five years? (If *Yes*, describe in Question 11)		

11 Explanations to questions 7 through 10 (Use additional sheets of paper, if necessary.)

12 **EDUCATIONAL RECORD**

Circle Highest Grade Completed: 6 7 8 9 10 11 12 | Name and Location of Last Elementary or High School | Graduated? Yes ☐ No ☐

Name and Location of College or University | Major | Credits or Degree

List any related business, trade, special training (give location and dates); estimated typing and shorthand speeds; San Mateo County typing and/or shorthand certificates (give certificate number and date); location of college placement file; and other related information as applicable.

13. **EMPLOYMENT INFORMATION** (Begin with your present employment and work back. Account for all time during the past ten years, including periods of unemployment. In addition, please describe any other related work experience, including volunteer work. Use additional sheets if more space is required.)

Present or Last Position

Employer ____
Address ____
Supervisor's Name & Title ____ Phone ____
Your Title ____
Duties ____

From ____ mo. year
To ____ mo. year
Total ____ years months
Full Time ☐ Part Time ☐
Last Salary ____
Reason for leaving ____

Employer ____
Address ____
Supervisor's Name & Title ____ Phone ____
Your Title ____
Duties ____

From ____ mo. year
To ____ mo. year
Total ____ years months
Full Time ☐ Part Time ☐
Last Salary ____

14. **PERSONAL REFERENCES - GIVE THREE** (Do not include previous employers or relatives.)

NAME	ADDRESS	PHONE NUMBER

A.C.E. COMPETENCY BASED JOB DESCRIPTION 54

OCCUPATIONAL TITLE: TICKET AGENT

D.O.T. CODE: 919.368
(4th Ed.: 238.367-026)
ACE Number: 54

FACT SHEET

CAREER LADDER:
FIRST LEVEL:
Ticket Agent
SECOND LEVEL
Travel Agent (with airline, steamship, etc.) Tour Guide
THIRD LEVEL:
Manager

GED LEVEL: 3

Site where the job can be observed:
Southern Pacific Transportation Co.
Main and Second Ave.
San Mateo, CA.

Number of Annual Jobs in San Mateo County: 48 This number is based upon the San Francisco-Oakland SMSA, U.S. Census Manpower projections and the quarterly employment security application record system reports on local San Mateo County Employment Development Department job opening activity.

Job Prerequisites: Application form, interview, knowledge of geography, speed, accuracy.

D.O.T. JOB DESCRIPTION: Sells tickets for transportation agencies, such as airlines, bus companies, other than city buses, railroads, other than street railways, and steamship lines. Plans route and computes ticket cost, using schedules and rate books. Insures that cabins, seats or space are available. Answers inquiries regarding airplane, train, bus, or boat schedules and accommodations. May check baggage and direct passenger to designated concourse, pier, or track for loading. May make public address announcements of arrivals and departures.

THE ACADEMIC REQUIREMENTS FOR THE JOB OF TICKET AGENT

Below are listed, first in general terms and then in specific competencies, the math and communication activities which a person must typically be able to carry out to function successfully as a ticket agent.

The right hand column lists the exact competencies found to have been essential to the job in our on-site employee interview. This column also notes the skills which are prerequisite to those competencies.

The left hand column states the skill in more general language. The controlled language of this column permits comparison of skills between occupations.

The items in the left hand column have been abstracted from an abbreviated version of the taxonomy of generic skills developed by Kawula, W., and Smith, A. De W., **Generic Skills Handbook of Occupational Information**, Training Research and Development Station, Prince Albert, Saskatchewan, 1975.

These materials were developed pursuant to a grant from HEW, OE under PL93-380, Section 309. This does not necessarily imply endorsement of the content.

INSTRUCTIONAL OBJECTIVES	JOB COMPETENCIES
1A.1 Given a series of numbers in numeral form (e.g., 10, 20, 30), be able to copy series in hand-written form with 100% accuracy.	See 1A.5
1A.4 Write a whole number less than 10 million given the word name of the number.	See 1A.5
1A.5 Count a set of up to 100 objects and state or write the number of objects counted.	A ticket agent must be able to count the tickets to be sold for a particular carrier. To accomplish this task, the student must be able to count a set of up to one hundred objects and state or write the number of objects counted. **To demonstrate the ability to perform this task, the student will determine the number of pencils on the table and record the number counted.**
1B.1 Perform additions of whole numbers given instructions such as: What is the total of 8 and 5? 8 plus 5 is _____. Find the sum of 8 and 5. Add 8 and 5. 8 + 5 = _____. 8 +5	See 1B.6
1B.2 Find the sum of a set of whole numbers of 1-5 digits including cases where carrying is required.	See 1B.6
1B.3 Perform subtraction of whole numbers given instructions such as: 8 minus 5 is _____. Subtract 5 from 8. Find the difference of 8 and 5. 8 - 5 = _____. If you had 8 and gave away 5 you would have _____. 8 -5	See 1B.6
1B.4 Find the difference of two 1-5 digit numbers including cases where borrowing is required.	See 1B.6
1B.5 Solve a routine word problem using subtraction and/or addition of whole numbers.	See 1B.6
1B.6 Perform the above operations with the aid of a calculator.	A ticket agent must be able to add fares manually and with the aid of a calculator. To accomplish this task, the student must be able to solve addition and subtraction problems. **To demonstrate the ability to perform this task, the student will determine manually and with the aid of a calculator that if the fare to Chicago from San Francisco is $85.00 and if the fare from Chicago to Indianapolis is $20.00, the total fare from San Francisco to Indianapolis is $105.00.**

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INSTRUCTIONAL OBJECTIVES	JOB COMPETENCIES
1C.1 Perform multiplication of whole numbers given instructions such as: 6 times 2 is _____. Three two's are _____. The product of 6 and 2 is _____. 6 x 2 = _____. $\frac{6}{\times 2}$.	See 1C.6
1C.2 Find the product of a given pair of whole numbers of which one number is up to 5 digits and the other number number up to 3 digits.	See 1C.6
1C.3 Perform division of two simple whole numbers (no remainder) given instructions such as: 6 divided by 2 is _____. 2 into 6 goes _____ times. The quotient of 6 divided by 2 is _____. 6 ÷ 2 = _____. $2\overline{)6}$ = _____. $\frac{6}{2}$.	See 1C.6
1C.4 Find quotients of 1-5 digit dividends and 1-3 divisors including cases where there are remainders.	See 1C.6
1C.5 Solve routine word problems using multiplication and/or division of whole numbers.	See 1C.6
1C.6 Perform the above operations with the aid of a calculator.	A ticket agent must be able to reconcile the amount of money taken in with the number of tickets sold. To accomplish this task, the student must be able to multiply and divide with the aid of a calculator. **To demonstrate the ability to perform this task, the student will determine that:** **if 10 tickets sell for $5.90 and 4 tickets sell for $8.00, the total amount is $83.00.**
1D.1 Use addition, subtraction, multiplication or division, as appropriate, in the solution of problems involving a combination of two or more functions with whole numbers.	A ticket agent must be able to adjust the price of tickets when travelers change plans. To accomplish this task, the student must be able to use addition, subtraction, multiplication or division as appropriate. **To demonstrate the ability to perform this task, the student will examine the table below and determine that if a traveler decides to travel from Los Angeles to Vancouver in January instead of December, there will be an additional charge of $11.00 for a single.**

INSTRUCTIONAL OBJECTIVE	JOB COMPETENCIES
Substitute air fare schedule	

900

3A.2 Write a 1-4 place decimal fraction given the word name of the number.	See 3E.6

INSTRUCTIONAL OBJECTIVES	JOB COMPETENCIES
3E.2 Write a value less than $10,000.00 given the word name of the amount.	See 3E.6
3E.3 Add columns of dollars and cents values including amounts from $ .01 to $9,999.99.	See 3E.6
3E.6 Calculate the unit cost of an item when given the total cost of several of the same item.	A ticket agent must be able to figure cost per day on multiple trip package deals. To accomplish this task, the student must be able to determine unit cost. **To demonstrate the ability to perform this task, the student will determine that a 7 day package at $495.00 costs $70.71 per day.**
6G.1 Add and subtract 12-hour clock times including cases where borrowing is required.	See 6G.4
6G.2 Measure the actual duration of time expended to perform routine functions, correct within 5% of actual duration.	See 6G.4
6G.3 Add a 12-hour clock time to a time interval.	See 6G.4
6G.4 Subtract a time interval from a 12-hour clock time.	A ticket agent must be able to figure time schedules. To accomplish this task, the student must be able to subtract time intervals from clock times. **To demonstrate the ability to perform this task, the student will determine:** **a. that a flight leaving San Francisco at 11:10 and arriving in Chicago at 2:45 is a 3 hour, 35 minute flight** **b. that if a direct flight from San Francisco to New York takes 4 hours, 25 minutes and if a San Francisco-Chicago flight is 3 hours, 35 minutes and a Chicago-New York flight is 1 hour, 10 minutes, then a San Francisco-New York via Chicago flight which includes a 20 minute layover would take 5 hours, 5 minutes.** **c. that the difference in time between a direct San Francisco-New York flight and a San Francisco-Chicago-New York flight is 40 minutes.**
7A.1 Given either a desk or a miniature calculator, with a minimum of the following characteristics: (ten numeral keys, four arithmetic functions, floating decimal and clear key) perform any of the core mathematic operations.	A ticket agent must be able to compute with the aid of a calculator. To accomplish this task, the student must be able to perform any of the core mathematic operations on a calculator. **To demonstrate the ability to perform this task, the student will use a calculator to determine that the following are correct:** **336 ÷ 24 = 14.** **15 x 336 ÷ 24 = 210** **15 x 69 = 1035.** **867 + 896 = 1883.** **1024 - 765 = 259.**

INSTRUCTIONAL OBJECTIVES	JOB COMPETENCIES
13A.1 Given letters of the alphabet in random order, read each letter and pronounce each letter correctly.	A ticket agent must be able to use code letters for airlines. To accomplish this task, the student must be able to read and write letters of the alphabet. **To demonstrate the ability to perform this task, the student will determine that a flight by American Airlines from San Diego, to Los Angeles, to New York to Boston is coded SAN LAX JFK BOS and that the codes signify the following cities:** **SAN San Diego,** **LAX Los Angeles,** **JFK New York City,** **BOS Boston.**
13A.2 Given the letters of the alphabet in random order, read each letter correctly in the proper alphabetical order.	A ticket agent must be able to assign fare class to passengers. To accomplish this task, the student must be able to read letters of the alphabet correctly. **To demonstrate the ability to perform this task, the student will read the following codes for fare class and write them in alphabetical order:** **F,** **Y, OW,** **YCHE27, RT.**
15A.1 Read a list of 50 words from a series of commonly used terms (e.g., from the Doich List).	See 15A.3
15A.2 Read words from the labels of frequently used products or of products used in a given occupation.	See 15A.3
15A.3 Read and use words common to the vocabulary of a given occupation.	A ticket agent must be able to converse with customers and co-workers. To accomplish this task, the student must be able to understand the occupational vocabulary. **To demonstrate the ability to perform this task, the student will match the following with 90% accuracy.**

A. layover
B. concourse
C. cabin
D. tickets
E. schedule
F. commission
G. itinerary
H. route
I. fare
J. confirm
K. brochure
L. tour package

1. a list of times of arriving and departing trains
2. money paid for a trip on a train, taxi, plane
3. a number of travel services paid for as one unit
4. stopping for a while in some place during a journey
5. a percentage of the money taken in on sales, allotted to the saleaclerk or agent
6. a pamphlet
7. a large open space where crowds gather
8. a detailed plan or outline for a proposed journey
9. any simple small structure designed for a brief stay, usually in a resort area
10. to make valid by formal approval
11. a regular course traveled or to be traveled from one place to another
12. a printed card or piece of paper that gives one a specified right, such as to ride a bus

Key: 1. J, 2. K, 3. L, 4. F, 5. G, 6. H, 7. B, 8. C, 9. D, 10. E, 11. A, 12. I

INSTRUCTIONAL OBJECTIVES	JOB COMPETENCIES
21A.5 Given times of the day, be able to write time: a. 8:00 b. eight o'clock c. 8 o'clock	See 21A.6
21A.6 Explain and use correctly the abbreviations A.M. and P.M.	A ticket agent must be able to make up schedules. To accomplish this task, the student must be able to write the correct times of departure and arrival. **To demonstrate the ability to perform this task, the student will read the time below as:** **8:00 A.M. or 8:00 P.M.**
21A.7 Explain and use correctly such expressions as: quarter to; half past; quarter of; quarter past.	See 21A.6
21A.8 Given a list of names and addresses, write items using proper capitalization and punctuation.	A ticket agent must be able to write names and addresses on tickets. To accomplish this task, the student must be able to write names and addresses properly. **To demonstrate the ability to perform this task, the student will determine that the following is correct:** **John Doe** **1748 Brown St.** **Cupertino, CA., 95014.**
22A.1 Given simple data in the form of words and figures, write phrases on forms which are legible and which convey the desired information.	See 22B.2
22B.1 Given simple data in the form of words and figures, write complete sentences on forms which are legible and which convey the required information.	See 22B.2
22B.2 Complete a sample application form for employment in a legible manner.	A ticket agent must be able to fill out an application form before being employed. To accomplish this task, the student must be able to complete an application form for employment. **To demonstrate the ability to perform this task, the student will complete 54-A.**

INSTRUCTIONAL OBJECTIVES	JOB COMPETENCIES
22D.1 Write short notes to self or to others which convey information such as appointments, telephone calls received, visitors, etc. or which supply necessary data about who, when, where, what, why and how.	A ticket agent must be able to write notes and memos about reservations made by telephone. To accomplish this task, the student must be able to write notes conveying information about who, when, where, what, why and how. **To demonstrate the ability to perform this task, the student will write a reservation memo containing the following information:** **who — John Doe,** **when — May 3,** **where — San Francisco to Dallas,** **what — reservation,** **why — emergency,** **how — airplane.**
25C.1 Write the telephone number of a given person or organization using the alphabetical listing section of a telephone directory as a reference.	See 25C.3
25C.2 Identify local call, person-to-person long distance call, station-to-station long distance call, collect call, and direct distance dial call, given a description of each.	See 25C.3
25C.3 List the steps in using the telephone to: a. get the time of day; b. get a number of a person or organization for a local or long distance call; c. make a person-to-person long distance call; d. make a station-to-station long distance call through the operator; e. make a collect call; f. make a direct distance dial call to a point with the same and different area codes; g. report that a telephone is not operating properly; h. report an incorrectly dialed direct distance dial call.	A ticket agent must be able to call customers to inform them that a reservation has been made for them. To accomplish this task, the student must be able to use the telephone to make person-to-person long distance calls. **To demonstrate the ability to perform this task, the student will determine that to make a person-to-person call, the caller must have the name address and telephone number, if possible, of the person being called.**

Adult Competency Education Project
600 Price Avenue — Suite 101
Redwood City, CA 94063

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INSTRUCTIONAL OBJECTIVES	JOB COMPETENCIES
16A.1 Identify a form as a standardized printed document with blank spaces for recording certain needed information.	See 16A.4
16A.2 Interpret terminology and abbreviations frequently found in forms.	See 16A.4
16A.3 Identify various kinds of forms by stating the kind of information to be recorded.	See 16A.4
16A.4 Given a variety of common business forms such as work orders, job orders, issue and receipt vouchers, claims and purchase orders, answer factual questions based on the data on the forms.	A ticket agent must be able to read a paycheck. To accomplish this task, the student must be able to read the deductions on a paycheck. **To demonstrate the ability to perform this task, the student will read the paycheck below and determine that the gross pay is $190.40, the federal tax withheld is $25.50, the Social Security tax is $8.00 and the net pay is $156.90.**

Name Louis Stacey				
From 8/19		To 9/1		incl.
Regular			190.	40
Overtime				
Total Earnings			190.	40
wh/tax	25	50		
F.I.C.A.	8.	00		
Total Deductions			33	50
Amount of Check			156.	90

No. 153

September 8, 19 67

PAY TO THE ORDER OF Louis Stacey $ 156.90

One hundred fifty-six and 90/100 ---------- DOLLARS

Valley National Bank
LAND, CALIFORNIA

Tristram Shandy

16B.1 Describe the uses of charts and tables and define them as a visual way to give information in a compact and organized form.	See 16B.3
16B.2 State the type of information recorded on given charts or tables.	See 16B.3

INSTRUCTIONAL OBJECTIVES	JOB COMPETENCIES
16B.3 Given common reference tables and charts such as organization charts, parts charts, reference tables, including charts and tables designed in matrix form (rows and columns), answer factual questions based on the data supplied.	A ticket agent must be able to refer to schedules when helping passengers. To accomplish this task, the student must be able to answer factual questions on data supplied on schedules. **To demonstrate the ability to perform this task, the student will determine that flight 407 leaves Denver at 7:30 P.M. and arrives in Aspen at 8:10 P.M.**

Substitute Airways time schedule

902

21A.1 Identify seconds, hours, days, months, years, decades, centuries, as units of time.	See 21A.3
21A.2 Given dates of the year, locate dates on a current calendar.	See 21A.3
21A.3 Given a date (day, month, date, year), write the date using correct punctuation and capitalization.	A ticket agent must be able to write travel tickets. To accomplish this task, a student must be able to write the date. **To demonstrate the ability to perform this task, the student will write 6/1/76, Monday as Monday, June 1, 1976.**
21A.4 Given a standard clock, tell correct time to within 5 minutes of actual time.	See 21A.6

54-A

EMPLOYMENT APPLICATION

1. NAME (Last) (First) (Middle)

2. ADDRESS (Number, Street, City, Zip Code) | 3. TELEPHONES Home _____ Business _____

Length of Time at Current Address | Time at Previous Address

QUESTIONS 4 THROUGH 10 MUST BE ANSWERED *YES* OR *NO*

	YES	NO
4. Do you have a valid California Drivers License?		
5. Do you claim Veteran's Preference? If *Yes*, complete the following and submit copy of DD214 with application. (Veteran's Preference is applicable to entry level positions, only.) SERVICE DATES From _____ To _____ **NOTE:** To receive credit you must have served at least 30 days in the United States Armed Forces in time of war, or national emergency declared by the President of the United States of America, and have been discharged or released under conditions other than dishonorable.		
6. May we contact your present employer as to your qualifications, character and ability?		
7. Have you ever been dismissed from employment or resigned to avoid dismissal for misconduct or unsatisfactory service? (If *Yes*, give details in Question 11)		
8. Have you ever received Workman's Compensation? (If *Yes*, describe in Question 11)		
9. Have you any disease, nervous disorder, physical disability or infirmity? (If *Yes*, describe in Question 11)		
10. Have you been hospitalized for any reason in the past five years? (If *Yes*, describe in Question 11)		

11 Explanations to questions 7 through 10 (Use additional sheets of paper, if necessary.)

12 EDUCATIONAL RECORD

Circle Highest Grade Completed	Name and Location of Last Elementary or High School	Graduated?
6 7 8 9 10 11 12		Yes ☐ No ☐

Name and Location of College or University	Major	Credits or Degree

List any related business, trade, special training (give location and dates); estimated typing and shorthand speeds; San Mateo County typing and/or shorthand certificates (give certificate number and date); location of college placement file; and other related information as applicable.

13. EMPLOYMENT INFORMATION

(Begin with your present employment and work back. Account for all time during the past ten years, including periods of unemployment. In addition, please describe any other related work experience, including volunteer work. Use additional sheets if more space is required.)

Present or Last Position

Employer _____
Address _____
Supervisor's Name & Title _____ Phone _____
Your Title _____
Duties _____

From _____ mo. year
To _____ mo. year
Total _____ years months
Full Time ☐ Part Time ☐
Last Salary _____
Reason for leaving _____

Employer _____
Address _____
Supervisor's Name & Title _____ Phone _____
Your Title _____
Duties _____

From _____ mo. year
To _____ mo. year
Total _____ years months
Full Time ☐ Part Time ☐
Last Salary _____

14. PERSONAL REFERENCES - GIVE THREE (Do not include previous employers or relatives.)

NAME	ADDRESS	PHONE NUMBER

A.C.E. COMPETENCY BASED JOB DESCRIPTION 55

OCCUPATIONAL TITLE: COSMETOLOGIST

COMPETENCY BASED JOB DESCRIPTION FACT SHEET

OCCUPATIONAL TITLE: Cosmetologist

D.O.T. CODE: 332.271 (4th Ed.: 332.271-010)

A.C.E. NUMBER: 55

CAREER LATTICE:

FIRST LEVEL: Entry Level Cosmetologist

SECOND LEVEL: Supervisor
Stylist
Demonstrator
Salesperson for Beauty Products

THIRD LEVEL: Teacher at Beauty College
State Inspector
Shop Owner/Manager

FOURTH LEVEL: Research Laboratory Worker

D.O.T.'s General Educational Level: 4

SITE WHERE THE JOB CAN BE OBSERVED:

Margie's Beauty Salon
35 James Avenue
Redwood City, CA 94063

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Number of Annual Jobs in San Mateo County: 52. This number is based upon the San Francisco-Oakland SMSA, U.S. Census Manpower projections and the quarterly employment security applicant record system reports on local San Mateo County Employment Development Department job opening activity.

Usual Entrance Requirements - Must be graduate and licensed cosmetologist, must be at least 18 years old.

JOB DESCRIPTION (D.O.T.) - Provides beauty services for customers: Suggests coiffure according to physical features of patron and current style, or determines coiffure from instructions of patron. Styles hair by cutting, trimming, and tapering, using clippers, scissors, and razors. Shampoos hair and scalp with water, liquid soap, dry powder, or egg, and rinses hair with vinegar, water, lemon, or prepared rinses. Applies water or waving solution to hair and winds hair around rollers, or pin curls and finger-waves hair. Applies bleach, dye, or tint, using hands or cotton pads, to color customer's hair, first applying solution to portion of customer's skin to determine if customer is allergic to solution. Suggests cosmetics for conditions, such as dry or oily skin. Applies lotions and creams to customer's face and neck to soften skin and lubricate tissues. Massages scalp and gives other hair and scalp-conditioning treatments for hygienic or remedial purposes (SCALP-TREATMENT OPERATOR). Performs other beauty services, such as massaging face or neck, shaping and coloring eyebrows or eyelashes, removing unwanted hair, applying solutions that straighten half or retain curls or waves in hair, and waving or curling hair. Cleans, shapes, and polishes fingernails and toenails (MANICURIST). May be designated according to beauty service provided as FACIAL OPERATOR, FINGER WAVER; HAIR TINTER; MARCELLER; PERMANENT WAVER; SHAMPOOER.

THE ACADEMIC REQUIREMENTS FOR THE JOB OF COSMETOLOGIST

Below are listed first in general terms and then in specific competencies the math and communication activities which a person must typically be able to carry out to function successfully as a Cosmetologist.

The right hand column lists the exact competencies found to have been essential to the job in our on-site employee interview. This column also notes the skills which are prerequisite to those competencies.

The center column* states the skill in more general language. The controlled language of this column permits comparison of skills between occupations.

* The items in the center column have been abstracted from an abbreviated version of the taxonomy of generic skills developed by Kawula, W. and Smith, A. De W., Generic Skills Handbook of Occupational Information, Training Research and Development Station, Prince Albert, Saskatchewan, 1975.

1A.1	Prerequisite to 1A.5	Given a series of numbers in numeral form (e.g., 10, 20, 30), be able to copy series in handwritten form with 100% accuracy.
1A.2	Prerequisite to 1A.5	Identify place value of digits in a given whole number with up to 7 digits.
1A.3	Prerequisite to 1A.5	Read a given whole number less than ten million and write its name in words.
1A.4	Prerequisite to 1A.5	Write a whole number less than 10 million given the word name of the number.
1A.5	The COSMETOLOGIST must be able to do a personal inventory of supplies up to 100 (i.e., curlers).	
		To accomplish this task, the student must be able to count a set of up to 100 objects and state or write the number of objects counted.
		To demonstrate the ability to perform this task, the student will accurately count the items in five boxes and record the number of items on paper.
1B.1	Prerequisite to 1B.5	Perform additions of whole numbers given instructions such as: What is the total of 8 and 5? 8 plus 5 is ____. Find the sum of 8 and 5. Add 8 and 5. 8 + 5 = ____. 8 +5 .
1B.2	Prerequisite to 1B.5	Find the sum of a set of whole numbers of 1-5 digits including cases where carrying is required.
1B.3	Prerequisite to 1B.5	Perform subtraction of whole numbers given instructions such as: 8 minus 5 is ____. Subtract 5 from 8. Find the difference of 8 and 5. 8 - 5 = ____. If you had 8 and gave away 5, you would have ____. 8 -5 .

1B.4 Prerequisite to 1B.5 — Find the difference of two 1-5 digit numbers including cases where borrowing is required.

1B.5 The COSMETOLOGIST must be able to figure the total number of jobs in a day, week and month.

To accomplish this task, the student must be able to solve a routine problem using subtraction and/or addition of whole numbers.

To demonstrate the ability to perform this task, the student will determine that 1789 + 943 = 2732 and 1789 - 943 = 846.

1C.1 Prerequisite to 1C.2 — Perform multiplication of whole numbers given instructions such as:

6 times 2 is ____.
Six two's are ____.
The product of 6 and 2 is ____.
6 x 2 = ____.

$$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$$

1C.2 The COSMETOLOGIST must be able to determine how many of each size curlers to use.

To accomplish this task, the student must be able to find the product of a given pair of whole numbers of which one number is up to 5 digits and the other number up to 3 digits.

To demonstrate the ability to perform this task, the student will determine that 59876 x 42 = 2,514,792.

2A.2 Prerequisite to 2B.9 — Reduce a fraction to its simplest form.

2A.3 Prerequisite to 2B.9 — Change improper fractions to mixed numbers and mixed numbers to improper fractions.

2B.1 Prerequisite to 2B.9 — Calculate the sum in simplest form of two or three common fractions with like denominators.

2B.2 Prerequisite to 2B.9 — Calculate the sum in simplest form of two or three common fractions with unlike denominators.

2B.5 Prerequisite to 2B.9 — Calculate the difference in simplest form of two common fractions with like denominators.

2B.6 Prerequisite to 2B.9 — Calculate the difference in simplest form of two common fractions with unlike denominators.

2B.9 The COSMETOLOGIST must be able to mix fractions of chemicals in preparing permanent wave solutions, hair dyes, etc.

To accomplish this task, the employee must be able to solve a routine word problem using addition and/or subtraction.

To demonstrate the ability to perform this task, the student will correctly determine that $1/4 + 3/8 = 5/8$, and $5/8 - 1/2 = 1/8$.

3A.1 Prerequisite to 3B.3 — Read a given 1-4 place decimal fraction and write its name in words.

3A.2 Prerequisite to 3B.3 — Write a 1-4 place decimal fraction given the word name of the number.

3B.1 Prerequisite to 3B.3 — Calculate the sum of a set of decimal fractions.

3B.2 Prerequisite to 3B.3 — Calculate the difference of two decimal fractions.

3B.3 The COSMETOLOGIST must be able to figure customer charges.

To accomplish this task, the student must be able to solve a routine word problem using addition and/or subtraction of decimal fractions.

To demonstrate the ability to perform this task, the student will correctly determine that $5.4 + 7.8 = 13.2$ and $17.82 - 12.40 = 5.42$.

3E.3 Prerequisite to 3B.3 — Add columns of dollars and cents values including amounts from $.01 to $9,999.99.

4A.1 The COSMETOLOGIST must be able to mix an alcohol solution for a manicure.

To accomplish this task, the student must be able to identify a percent as equivalent to a fraction with 100 as the denominator.

To demonstrate the ability to perform this task, the student will read 40/100 as 40 percent.

6D.2 The COSMETOLOGIST must be able to measure ounces and fractions of ounces in preparing formulas and solutions.

To accomplish this task, the student must be able to measure liquid content or capacity of a container to within 1 unit of the scale on the measuring instrument.

To demonstrate the ability to perform this task, the student will correctly measure these amounts in a container with 1/2 ounce measure graduation; 1 ounce, 4 ounces, 8 1/2 ounces, 3 1/2 ounces.

6E.2 The COSMETOLOGIST must be able to read thermostats as found on hair dryers regulated by degrees.

To accomplish this task, the student must be able to read postage meters, weigh scales, thermometers, or other measuring devices.

To demonstrate the ability to perform this task, the student will examine sketches of thermostat dials and put an "x" on the required settings as indicated in A and B below:

A. Indicate a medium setting with an "X".

B. Put an "X" at 95°.

6G.1 Prerequisite to 6G.7 — Subtract 12-hour clock times including cases where borrowing is required.

6G.2 Prerequisite to 6G.7 — Measure the actual duration of time expended to perform routine functions, correct to within 5% of actual duration.

6G.6 Prerequisite to 6G.7 — Given hours of work and rates of work, calculate hours per week and hours per month.

6G.7 The COSMETOLOGIST must be able to estimate the time required to perform a particular task in order to make appointments with correct time allotment.

To accomplish this task, the student must be able to estimate the duration of time actually required to perform routine functions, to within 50% of the actual time.

To demonstrate the ability to perform this task, the student will estimate the time it takes to dress, make coffee, eat breakfast, and travel to school.

8A.3 Prerequisite to 6D.2 — Identify a series of consecutive whole numbers or multiples of whole numbers with or without equal subdivisions between numbers on a measuring device, as a graduated scale.

8A.4 Prerequisite to 6D.2 — Write the size of the interval between:

a. numerals on a graduated scale.
b. subdivisions on a graduated scale.

8A.5 Prerequisite to 6D.2 — Write the measurement indicated on a sketch of a graduated scale:

a. to the nearest whole number when the scale is marked off in consecutive whole numbers with or without subdivisions.
b. to a given precision when the scale is marked off in multiples of a whole number with or without subdivisions.
c. to a given precision when the scale is marked off in whole numbers with or without subdivisions representing fractions such as halves, quarters, eighths, sixteenths, tenths, or fifths.
d. to a given precision when the scale is marked off in whole numbers which represent multiples of a given number such as 100 or 1000.

13A.1 Prerequisite to 15A.3 — Given letters of the alphabet in manuscript form and in random order, read each letter and pronounce each letter correctly.

13A.2 Prerequisite to 26A.1 — Given the letters of the alphabet in manuscript form and in random order, read each letter correctly in the proper alphabetical order.

15A.1 Prerequisite to 15A.3 — Read a list of 50 words from a series of commonly used terms (e.g., from the Dolch List).

15A.2 The COSMETOLOGIST must be able to use a variety of commercial beauty products.

To accomplish this task, the student must be able to read words from the labels of frequently used products or of products used in a given occupation.

To demonstrate the ability to perform this task, the student will read aloud the following labels and briefly explain the following words:

facial	unblemished	caution
complexion	generously	formula
retain	sallow	organic
	refrigerated	

Substitute label from

facial container.

Bulgarian) overnight; strain through cheesecloth.

on for 20 minutes.

Remove with cool water and Amino-Pon Beauty Bar; rinse. Then place ice cubes in two layers of cheesecloth and gently rub

15A.3 The COSMETOLOGIST must be able to converse with fellow workers regarding supplies and procedures.

To accomplish this task, the student must be able to read and use in an oral sentence words from a list of words common to the vocabulary of a given occupation.

To demonstrate the ability to perform this task, the student will match the following:

A. coiffure	1. promoting health; sanitary
B. razor	2. being abnormally sensitive to a specific substance
C. tapering	3. an apparatus for regulating temperature
D. scissors	4. an arrangement to meet a person; engagement
E. hygienic	5. to decrease gradually in width or thickness in cutting hair
F. allergic	6. to make slippery or smooth with lubricant
G. lubricate	7. a sharp cutting instrument for shaving off or cutting hair
H. conditioner	8. a cosmetic treatment intended to improve facial appearance
I. manicure	9. a style of arranging the hair
J. alcohol	10. a cutting instrument with two opposing blades which are pivoted together so that they work against each other
K. thermostat	11. a substance which brings hair into a proper or desired condition
L. appointment	12. care of hands, especially a trimming, polishing, etc., of the fingernails
M. facial	13. colorless, volatile, pungent liquid

KEY: A-9, B-7, C-5, D-10, E-1, F-2, G-6, H-11, I-12, J-13, K-3, L-4, M-8.

16A.1 Prerequisite to 16A.4 — Identify a form as a standardized printed document with blank spaces for recording certain needed information.

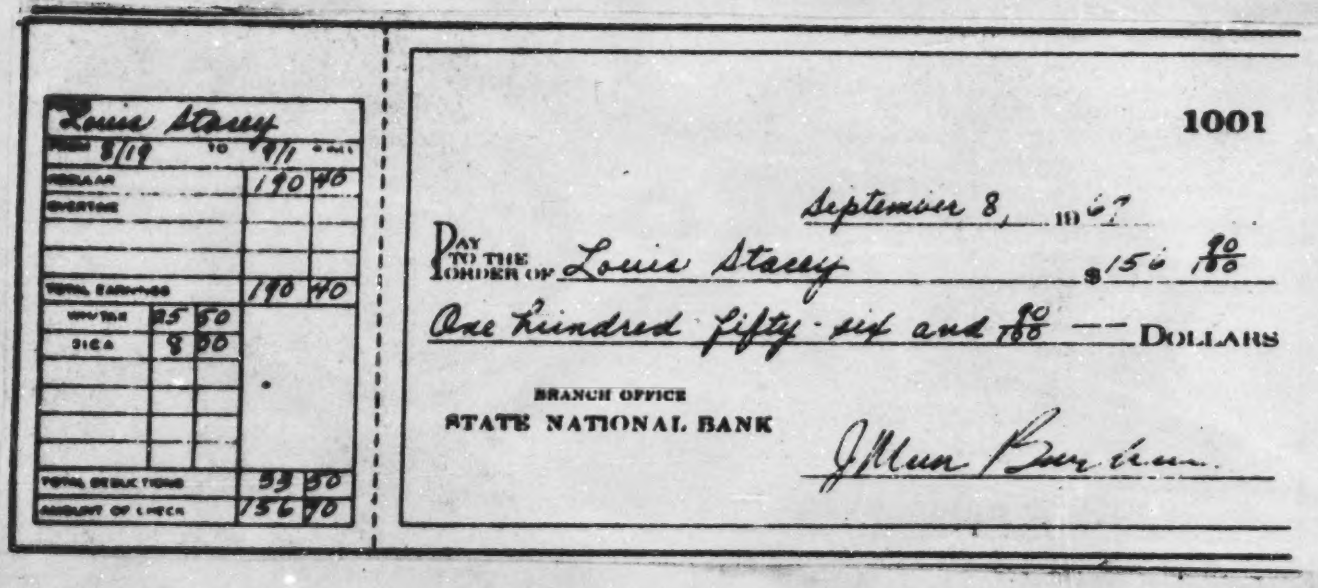
16A.2 Prerequisite to 16A.4 — Interpret terminology and abbreviations frequently found in forms.

16A.3 Prerequisite to 16A.4 — Identify various kinds of forms by stating the kind of information to be recorded.

16A.4 The COSMETOLOGIST must be able to read a paycheck.

To accomplish this task, the student must be able to, given a variety of common business forms such as work orders, job orders, issue and receipt vouchers, claims and purchase orders, answer factual questions based on the data on the forms.

To demonstrate the ability to perform this task, the student will read below and determine that the gross pay is $190.40, the federal income tax withheld is $25.50, the Social Security tax is $8.00 and the net pay is $156.90.



Louis Stacey

8/19 TO 9/1

REGULAR		190	40
OVERTIME			
TOTAL EARNINGS		190	40
WITHTAX	25	50	
SOCIAL SEC.	8	00	
TOTAL DEDUCTIONS		33	50
AMOUNT OF CHECK		156	90

1001

September 8, 19 67

PAY TO THE ORDER OF Louis Stacey $156 90/100

One Hundred Fifty-six and 90/100 — DOLLARS

BRANCH OFFICE
STATE NATIONAL BANK

J Allen Burdine

16B.1 Prerequisite to 16B.3 — Describe the uses of charts and tables and define them as a visual way to give information in a compact and organized form.

16B.2 Prerequisite to 16B.3 — State the type of information recorded on given charts or tables.

16B.3 The COSMETOLOGIST must be able to figure sales tax on all sales.

To accomplish this task, the student must be able to, given common reference tables and charts such as organization charts, parts charts, reference tables, including charts and tables designed in matrix forms (rows and columns), answer factual questions based on the data supplied.

To demonstrate the ability to perform this task, the student will read the tax chart below and determine that the tax on $5.25 = $ .32.

Transaction	Tax	Transaction	Tax
.01- .10	.00	14.25-14.41	.86
.11- .22	.01	14.42-14.58	.87
.23- .39	.02	14.59-14.74	.88
.40- .56	.03	14.75-14.91	.89
.57- .73	.04	14.92-15.08	.90
.74- .90	.05	15.09-15.24	.91
.91- 1.08	.06	15.25-15.41	.92
1.09- 1.24	.07	15.42-15.58	.93
1.25- 1.41	.08	15.59-15.74	.94
1.42- 1.58	.09	15.75-15.91	.95
1.59- 1.74	.10	15.92-16.08	.96
1.75- 1.91	.11	16.09-16.24	.97
1.92- 2.08	.12	16.25-16.41	.98
2.09- 2.24	.13	16.42-16.58	.99
2.25- 2.41	.14	16.59-16.74	1.00
2.42- 2.58	.15	16.75-16.91	1.01
2.59- 2.74	.16	16.92-17.08	1.02
2.75- 2.91	.17	17.09-17.24	1.03
2.92- 3.08	.18	17.25-17.41	1.04
3.09- 3.24	.19	17.42-17.58	1.05
3.25- 3.41	.20	17.59-17.74	1.06
3.42- 3.58	.21	17.75-17.91	1.07
3.59- 3.74	.22	17.92-18.08	1.08
3.75- 3.91	.23	18.09-18.24	1.09
3.92- 4.08	.24	18.25-18.41	1.10
4.09- 4.24	.25	18.42-18.58	1.11
4.25- 4.41	.26	18.59-18.74	1.12
4.42- 4.58	.27	18.75-18.91	1.13
4.59- 4.74	.28	18.92-19.08	1.14
4.75- 4.91	.29	19.09-19.24	1.15
4.92- 5.08	.30	19.25-19.41	1.16
5.09- 5.24	.31	19.42-19.58	1.17
5.25- 5.41	.32	19.59-19.74	1.18
5.42- 5.58	.33	19.75-19.91	1.19
5.59- 5.74	.34	19.92-20.08	1.20
5.75- 5.91	.35	20.09-20.24	1.21
5.92- 6.08	.36	20.25-20.41	1.22
6.09- 6.24	.37	20.42-20.58	1.23
6.25- 6.41	.38	20.59-20.74	1.24
6.42- 6.58	.39	20.75-20.91	1.25

16D.1 Prerequisite to 16D.5 — Identify a manual as a handbook of instructions and/or information related to one topic, and give an example of a manual.

16D.2 Prerequisite to 16D.5 — Identify the particular kind of information or directions included in a given manual, using the title, table of contents, and/or index as guide.

16D.3 Prerequisite to 16D.5 — Identify the parts of a given manual which apply to a given situation using the table of contents and/or index as guide.

16D.5 The COSMETOLOGIST must be able to read manuals on how to use products.

To accomplish this task, the student must be able to apply instructions or information from a given manual to a particular situation given an oral description of a problem that can be solved using information from the manual.

To demonstrate the ability to perform this task, the student will read the paragraph below and state that the task is to remove fatty acid deposits in hair which are caused by medication the client has been taking.

PRE-TREATMENT FORM

Substitute item from textbook

or job manual.

tranquilizers) will leave fatty acid deposits in the hair which can prevent penetration of treatments applied. To correct this:

is allergic to acetone. If she is allergic, do not apply this formula. Don't smoke while acetone is being used.

17A.7 Prerequisite to 19C.13 Do an exercise that requires recall of given instructions or information.

17A.13 Prerequisite to 19C.13 Given a set of written instructions involving activities to be performed by a number of people, and the particular roles, prepare a list and sequence of activities to be performed.

18B.1 Prerequisite to 18B.3 Answer "what happened," "how" and "why" questions about a given selection.

18B.2 Prerequisite to 18B.3 Answer questions which require a generalized interpretation of facts.

18B.3 The COSMETOLOGIST must be able to learn new procedures for styling.

To accomplish this task, the student must be able to identify the causes and effects of given facts from a selection.

To demonstrate the ability to perform this task, the student will read the paragraph below to the instructor and explain that basic health is the 1st step in hair care.

Substitute section from textbook

or job manual

devised by Howard Alberts Ltd. of Chicago, Ill.

all patrons.

19A.15 Prerequisite to 19C.13 Perform a series of two or three activities which require recall of oral instructions. (The activities to be within the abilities of the student - recall is the item to be demonstrated.)

19B.9 Prerequisite to 19C.13 — Perform a series of two or three activities which require recall of oral instructions and an interpretation of how the instructions were to be fulfilled. (The activities to be within the abilities of the student - recall and interpretation are the items to be demonstrated.)

19C.12 Prerequisite to 19C.13 — Evaluate a speaker's content using given criteria.

19C.13 The COSMETOLOGIST must be able to wash, cut, set, dry and comb, or any one of the above, alone or in groups, according to the oral instructions of the supervisor and/or customer.

To accomplish this task, the student must be able to perform a series of two or three activities which require recall of oral instructions and an interpretation and evaluation of how the instructions were to be fulfilled (the activities to be within the abilities of the student - recall, interpretation and evaluation are the items to be demonstrated).

To demonstrate the ability to perform this task, the student will listen to a reading of the directions below and accurately explain the preliminary strand test to the instructor after a delay of at least fifteen minutes.

FOLLOW THESE SIMPLE DIREC...

Substitute directions from textbook

or job manual

...portion of color selected, as per mixing directions (1 part COLOR CHARM, 2 parts peroxide) and apply to full strand of hair. After 15 minutes wipe strand dry to sheet ...

...again before using COLOR CHARM

21A.1 Prerequisite to 21A.4 — Identify seconds, hours, days, months, years, decades, centuries as units of time.

21A.2 Prerequisite to 21A.4 — Given date of the year, locate dates on a current calendar.

21A.3 Prerequisite to 22B.2 — Given a date (day, month, date, year) write the date, using correct punctuation and capitalization.

21A.4 Prerequisite to 21A.5 — Given a standard clock, tell correct time to within five minutes of actual time.

21A.5 The COSMETOLOGIST must be able to fill in a time card and keep a record of time spent on appointments.

To accomplish this task, the student must be able to, given times of the day, write time:
a. 8:00
b. eight o'clock
c. 8 o'clock

To demonstrate the ability to perform this task, the student will examine the clocks below and accurately record the indicated time.

21A.6 Prerequisite to 21A.5 — Explain and use correctly the abbreviations A.M. and P.M.

21A.7 Prerequisite to 21A.5 — Explain and use correctly such expressions as quarter to; half past; quarter of; quarter past.

21A.8 The COSMETOLOGIST must be able to list names and addresses correctly on billings and customers' records.

To accomplish this task, the student must be able to, given a list of names and addresses, write items using proper capitalization and punctuation.

To demonstrate the ability to perform this task, the student will correctly record twelve names and addresses read from the phone directory.

22A.1 Prerequisite to 22B.2

Given simple data in the form of words and figures, write phrases on forms which are legible and which convey the desired information.

22B.1 Prerequisite to 22B.2

Given simple data in the form of words and figures, write complete sentences on forms which are legible and which convey the desired information.

22B.2 The COSMETOLOGIST must be able to apply for the job.

To accomplish this task, the student must be able to complete a sample application form in a legible manner.

To demonstrate the ability to perform this task, the student will complete 55-A in a legible manner.

22D.1 The COSMETOLOGIST must be able to write notes to customers, to co-workers about calls taken or to supervisors conveying information from salespersons or concerning appointments.

To accomplish this task, the student must be able to write short notes to self or to others which convey information such as appointments, telephone calls received, visitors, etc., and which supply necessary data about who, when, where, what, why and how.

To demonstrate the ability to perform this task, the student will listen to three short messages and will record the pertinent data as checked below:

HAIR DYE RECORD CARD

NAME _____

ADDRESS _____ PHONE _____

TEST _____ NO. OF DYE USED _____

CONDITION OF HAIR & SCALP _____ DATE _____

SOFTENED WITH PEROXIDE & AMMONIA _____ FOR MIN. _____

RESULT _____

26A.1 The COSMETOLOGIST must be able to sort customers' record cards by name and vouchers by date sequence.

To accomplish this task, the student must be able to sort data by given classification criteria. (E.g., alphabetical order.)

To demonstrate the ability to perform this task, the student will alphabetize the following by city and then by last name:

Adolph Zukor	New York
Charlie Chaplin	Los Angeles
Mack Sennet	Los Angeles
Mary Pickford	Chicago
Douglas Fairbanks	Los Angeles
William S. Hart	Los Angeles
Theda Bara	Minneapolis
Rudolph Valentino	Los Angeles
William Ince	New York
Al Jonson	Chicago
Shirley Temple	Los Angeles
Mae West	San Francisco

55-A

EMPLOYMENT APPLICATION

1. NAME (Last) (First) (Middle)

2. ADDRESS (Number, Street, City, Zip Code) 3. TELEPHONES
Home
Business

Length of Time at Current Address | Time at Previous Address

QUESTIONS 4 THROUGH 10 MUST BE ANSWERED *YES* OR *NO*

	YES	NO
4. Do you have a valid California Drivers License?		
5. Do you claim Veteran's Preference? If *Yes*, complete the following and submit copy of DD214 with application. (Veteran's Preference is applicable to entry level positions, only.) SERVICE DATES From _____ To _____ **NOTE:** To receive credit you must have served at least 30 days in the United States Armed Forces in time of war, or national emergency declared by the President of the United States of America, and have been discharged or released under conditions other than dishonorable.		
6. May we contact your present employer as to your qualifications, character and ability?		
7. Have you ever been dismissed from employment or resigned to avoid dismissal for misconduct or unsatisfactory service? (If *Yes*, give details in Question 11)		
8. Have you ever received Workman's Compensation? (If *Yes*, describe in Question 11)		
9. Have you any disease, nervous disorder, physical disability or infirmity? (If *Yes*, describe in Question 11)		
10. Have you been hospitalized for any reason in the past five years? (If *Yes*, describe in Question 11)		

11 Explanations to questions 7 through 10 (Use additional sheets of paper, if necessary.)

12 **EDUCATIONAL RECORD**

Circle Highest Grade Completed: 6 7 8 9 10 11 12 | Name and Location of Last Elementary or High School | Graduated? Yes ☐ No ☐

Name and Location of College or University | Major | Credits or Degree

List any related business, trade, special training (give location and dates); estimated typing and shorthand speeds; San Mateo County typing and/or shorthand certificates (give certificate number and date); location of college placement file; and other related information as applicable.

13. **EMPLOYMENT INFORMATION** (Begin with your present employment and work back. Account for all time during the past ten years, including periods of unemployment. In addition, please describe any other related work experience, including volunteer work. Use additional sheets if more space is required.)

Present or Last Position

Employer _____ From _____ mo. year
Address _____ To _____ mo. year
Supervisor's Name & Title _____ Phone _____ Total _____ years months
Your Title _____ Full Time ☐ Part Time ☐
Duties _____ Last Salary _____
Reason for leaving _____

Employer _____ From _____ mo. year
Address _____ To _____ mo. year
Supervisor's Name & Title _____ Phone _____ Total _____ years months
Your Title _____ Full Time ☐ Part Time ☐
Duties _____ Last Salary _____

14. **PERSONAL REFERENCES - GIVE THREE** (Do not include previous employers or relatives.)

NAME	ADDRESS	PHONE NUMBER

A.C.E. COMPETENCY BASED JOB DESCRIPTION 57

OCCUPATIONAL TITLE: COUNTERPERSON, CAFETERIA

DOT CODE: 311.878 (4th Ed.:311.677-014)

FACT SHEET

ACE Number: 57

CAREER LADDER:

FIRST LEVEL:
- Counterperson-entrylevel

SECOND LEVEL:
- Supervisor (has experience as a counterperson)

THIRD LEVEL:
- Carver
- Cook
- Waitress/Waiter in restaurant

GED LEVEL: 3

Site where the job can be observed:

Harry's Hof Brau
1909 El Camino
Redwood City, CA
Harry Krammer, Manager
Ann Bouche, Counterperson

Number of Annual Jobs in San Mateo County: 797 This number is based upon the San Francisco-Oakland SMSA, U.S. Census Manpower projections and the quarterly employment security applicant record system reports on local San Mateo County Employment Development Department job opening activity.

Job Prerequisites: Usually must be over 21years of age to work in restaurants which serve alcoholic beverages.

D.O.T. JOB DESCRIPTION: Serves food from counters and steam tables to cafeteria patrons: Serves salads, vegetables, meat, breads, and cocktails. Ladles soups, and sauces, portions desserts, and fills beverage cups and glasses as indicated by customer. Adds relishes and garnishes according to instructions from COUNTER SUPERVISOR. Scrubs and polishes counters, steam tables, and other equipment. May replenish foods at serving stations. May brew coffee and tea. May carve meat.

THE ACADEMIC REQUIREMENTS FOR THE JOB OF COUNTERPERSON

Below are listed, first in general terms and then in specific competencies, the math and communication activities which a person must typically be able to carry out to function successfully as a counterperson.

The right hand column lists the exact competencies found to have been essential to the job in our on-site employee interview. This column also notes the skills which are prerequisite to those competencies.

The left hand column states the skill in more general language. The controlled language of this column permits comparison of skills between occupations.

The items in the left hand column have been abstracted from an abbreviated version of the taxonomy of generic skills developed by Kawula, W., and Smith, A. De W., **Generic Skills Handbook of Occupational Information**, Training Research and Development Station, Prince Albert, Saskatchewan, 1975.

These materials were developed pursuant to a grant from HEW, OE under PL93-380, Section 309. This does not necessarily imply endorsement of the content.

INSTRUCTIONAL OBJECTIVES	JOB COMPETENCIES
1A.4 Write a whole number less than 10 million given the word name of the number.	A counterperson must be able to write a receipt for a customer who needs it for reimbursement. To accomplish this task, the student must be able to write numbers legibly. **To demonstrate the ability to perform this task, the student will copy legibly a list of five, four-digit numbers similar to 9473.**
1A.5 Count a set of up to 100 objects and state or write the number of objects counted.	A counterperson must be able to count the number of salads, desserts, etc., for customers and supervisors. To accomplish this task, the student must be able to accurately count a given number of objects. **To demonstrate the ability to perform this task, the student will count seven papers from a stack of thirteen papers.**
3E.2 Read a given dollar value and write it in number form.	See 3E.4
3E.3 Add columns of dollars and cents figures.	See 3E.4
3E.4 Subtract one amount of money from another.	A cafeteria counterperson must be able to make change for customers. To accomplish this task, the student must be able to subtract one dollar amount from another. **To demonstrate the ability to perform this task, the student will accurately subtract $2.95 from $10.00 and determine that the change would be $7.05.**
6D.1 Add and subtract units of liquid measure.	See 6D.2
6D.2 Measure liquid content or capacity of a container to within 1 unit of the scale on the measuring instrument.	A counterperson must be able to apportion food into dishes and other containers. To accomplish this task, the student must be able to measure liquids. **To demonstrate the ability to perform this task, the student will accurately fill a one cup liquid measure with one third cup water.**
15A.1 Read a list of 50 words from a series of commonly used terms (e.g., from the Dolch List).	See 15A.3
15A.3 Read and use words from a list of words common to the vocabulary of a given occupation.	A counterperson must be able to converse with employees and customers. To accomplish this task, the student must be able to use the words of the trade. **To demonstrate the ability to perform this task, the student will match the following with 90% accuracy.** **A. portion** **B. scoop** **C. bain Marie** **D. check** **E. menu** **F. a la carte** **G. du jour** **H. a la mode** **I. crouton** **J. Roquefort** **K. special** **L. over easy** **M. side of_____**

923

INSTRUCTIONAL OBJECTIVES	JOB COMPETENCIES
	1. single item served without salad, dessert, etc. 2. in the style of 3. the customer's bill 4. item not usually on the menu 5. extra order of a single item 6. steam table or water bath 7. the amount to serve of each portion 8. portion control dipper 9. crisp bread cubes 10. cheese usually used in salad dressing 11. eggs lightly cooked on both sides 12. list of foods available 13. of the day Key: A 7, B 8, C 6, D 3, E 12, F 1, G 13, H 2, I 9, J 10, K 4, L 11, M 5
16A.1 Identify a form as a standardized printed document with blank spaces for recording needed information.	See 16A.4
16A.4 Given a variety of common business forms such as work orders, job orders, receipt vouchers, claims, purchase orders, answer factual data on the forms.	A counterperson receives and must be able to read paycheck. To accomplish this task, the student must be able to read a form. **To demonstrate the ability to perform this task, the student will read the following check and determine that $190.40 was the gross pay, $25.50 was withheld for taxes, $8.00 for Social Security and that $156.90 was the net pay.**

Name Louis Stacey			
From 9/19 To 9/1			Incl.
Regular		190.	40
Overtime			
Total Earnings		190.	40
wh/tax	25. 50		
F.I.C.A.	8. 00		
Total Deductions		33.	50
Amount of Check		156.	90

No. 153

September 8, 19 67

PAY TO THE ORDER OF Louis Stacey $ 156.90

One hundred fifty-six and 90/100 ---------- DOLLARS

57 Valley National Bank — Tristram Shandy

INSTRUCTIONAL OBJECTIVES	JOB COMPETENCIES
16B.2 State the type of information recorded on given charts or tables.	A counterperson must be able to read the amount of sales tax from a printed chart. **To demonstrate the ability to perform this task, the student will determine that:** **The 6% sales tax on $8.00 is $ .36.** **by locating tax on appendix 57-A and circling it.**
16C.1 Given notes, letters or memos, be able to identify: a. the author; b. the recipient; c. the activities required of the recipient; and answer factual and interpretative questions from the contents.	A counterperson must be able to read phone messages of orders-to-go, so that the orders may be filled. To accomplish this task, the student must be able to identify the activities required to fill a written order. **To demonstrate the ability to perform this task, the student will read the order below and list the activities required to fill the order.** **Order:** **John Smith, Pick up 2:30, Roast Beef/onion roll, Hold Lettuce, ¼ pint macaroni salad, 1 large coke.** **Activities:** **a. prepare a r/b san. on onion roll with no lettuce** **b. fill a ½ pint. container w/mac. salad** **c. fill a large coke** **d. bag, with a napkin, ready to go at 2:30**
19A.6 Identify the main outcome expected from spoken directions.	A counterperson must be able to receive oral directions and orders from supervisors and from customers. To accomplish this task, the student must be able to identify the expected outcome from spoken directions. **To demonstrate the ability to perform this task, the student will listen to the instructor give the following directions and identify the main outcome as a roast beef sandwich:** **"Slice this beef and put three ounces on rye with mayonnaise, no mustard, for Mr. Jones."**
22B.2 Complete a sample application form for employment in a legible manner.	A counterperson must apply for a job. To accomplish this task, the student must be able to fill out a job application. **To demonstrate the ability to perform this task, the student will fill out form 57-B accurately and legibly.**
22D.1 Write short notes to self or to others which convey information such as appointments, telephone calls received, visitors, etc., which supply necessary data about "who", "when", "where", "what", "why" and "how".	A counterperson must be able to take orders from customers over the telephone and pass the order on, in written form, to cooks or other counterpersons. To accomplish this task, the student must be able to write a legible note which includes all the necessary data as to "who", "what", "when", and "where". **To demonstrate the ability to perform this task, the student will listen to the instructor read five orders similar to the one below and will write a legible note including the data:** **Order:**

INSTRUCTIONAL OBJECTIVES	JOB COMPETENCIES
	"Hello, this is Mrs. Jones in the Wells Fargo Building. How are you today? I would like a roast beef sandwich ready at 2:30 this afternoon. Our courier will be passing by and has agreed to pick it up for me. Be sure it's ready on time, please. Thanks." **who - Mrs. Jones** **what - roast beef sandwich** **when - 2:30 P.M.** **where - pick up by courier**
25A.1 Repeat information which has been heard.	A counterperson must be able to convey a customer's order to other personnel (e.g., carver or busboy). To accomplish this task, the student must be able to transmit a verbal message from one person to another. **To demonstrate the ability to perform this task, the student will listen to a third person read the food order below and then relay the order to the instructor without omitting these four points:** **a. corned beef** **b. rye bread** **c. Swiss cheese** **d. mustard only** Order: **"One corned beef and Swiss on rye bread, please. No mayonnaise, just mustard."**
26B.1 Given objects, sort by given classification criteria. The sorting should require a minimum of judgment. To oversimplify, sorting apples by types or tools by various generic classifications would be appropriate, but sorting apples by quality or lumber by grades is a rating skill.	A counterperson must be able to sort dishes, silverware and money. To accomplish this task, the student must be able to sort objects by set criteria. **To demonstrate the ability to perform this task, the student will sort a stack of twenty address cards by city.**

57-A

STATE OF CALIFORNIA 6% SALES TAX REIMBURSEMENT SCHEDULE

Transaction	Tax	Transaction	Tax	Transaction	Tax	Transaction	Tax
.01- .10	.00	14.25-14.41	.86	28.59-28.74	1.72	42.92-43.08	2.58
.11- .22	.01	14.42-14.58	.87	28.75-28.91	1.73	43.09-43.24	2.59
.23- .39	.02	14.59-14.74	.88	28.92-29.08	1.74	43.25-43.41	2.60
.40- .56	.03	14.75-14.91	.89	29.09-29.24	1.75	43.42-43.58	2.61
.57- .73	.04	14.92-15.08	.90	29.25-29.41	1.76	43.59-43.74	2.62
.74- .90	.05	15.09-15.24	.91	29.42-29.58	1.77	43.75-43.91	2.63
.91- 1.08	.06	15.25-15.41	.92	29.59-29.74	1.78	43.92-44.08	2.64
1.09- 1.24	.07	15.42-15.58	.93	29.75-29.91	1.79	44.09-44.24	2.65
1.25- 1.41	.08	15.59-15.74	.94	29.92-30.08	1.80	44.25-44.41	2.66
1.42- 1.58	.09	15.75-15.91	.95	30.09-30.24	1.81	44.42-44.58	2.67
1.59- 1.74	.10	15.92-16.08	.96	30.25-30.41	1.82	44.59-44.74	2.68
1.75- 1.91	.11	16.09-16.24	.97	30.42-30.58	1.83	44.75-44.91	2.69
1.92- 2.08	.12	16.25-16.41	.98	30.59-30.74	1.84	44.92-45.08	2.70
2.09- 2.24	.13	16.42-16.58	.99	30.75-30.91	1.85	45.09-45.24	2.71
2.25- 2.41	.14	16.59-16.74	1.00	30.92-31.08	1.86	45.25-45.41	2.72
2.42- 2.58	.15	16.75-16.91	1.01	31.09-31.24	1.87	45.42-45.58	2.73
2.59- 2.74	.16	16.92-17.08	1.02	31.25-31.41	1.88	45.59-45.74	2.74
2.75- 2.91	.17	17.09-17.24	1.03	31.42-31.58	1.89	45.75-45.91	2.75
2.92- 3.08	.18	17.25-17.41	1.04	31.59-31.74	1.90	45.92-46.08	2.76
3.09- 3.24	.19	17.42-17.58	1.05	31.75-31.91	1.91	46.09-46.24	2.77
3.25- 3.41	.20	17.59-17.74	1.06	31.92-32.08	1.92	46.25-46.41	2.78
3.42- 3.58	.21	17.75-17.91	1.07	32.09-32.24	1.93	46.42-46.58	2.79
3.59- 3.74	.22	17.92-18.08	1.08	32.25-32.41	1.94	46.59-46.74	2.80
3.75- 3.91	.23	18.09-18.24	1.09	32.42-32.58	1.95	46.75-46.91	2.81
3.92- 4.08	.24	18.25-18.41	1.10	32.59-32.74	1.96	46.92-47.08	2.82
4.09- 4.24	.25	18.42-18.58	1.11	32.75-32.91	1.97	47.09-47.24	2.83
4.25- 4.41	.26	18.59-18.74	1.12	32.92-33.08	1.98	47.25-47.41	2.84
4.42- 4.58	.27	18.75-18.91	1.13	33.09-33.24	1.99	47.42-47.58	2.85
4.59- 4.74	.28	18.92-19.08	1.14	33.25-33.41	2.00	47.59-47.74	2.86
4.75- 4.91	.29	19.09-19.24	1.15	33.42-33.58	2.01	47.75-47.91	2.87
4.92- 5.08	.30	19.25-19.41	1.16	33.59-33.74	2.02	47.92-48.08	2.88
5.09- 5.24	.31	19.42-19.58	1.17	33.75-33.91	2.03	48.09-48.24	2.89
5.25- 5.41	.32	19.59-19.74	1.18	33.92-34.08	2.04	48.25-48.41	2.90
5.42- 5.58	.33	19.75-19.91	1.19	34.09-34.24	2.05	48.42-48.58	2.91
5.59- 5.74	.34	19.92-20.08	1.20	34.25-34.41	2.06	48.59-48.74	2.92
5.75- 5.91	.35	20.09-20.24	1.21	34.42-34.58	2.07	48.75-48.91	2.93
5.92- 6.08	.36	20.25-20.41	1.22	34.59-34.74	2.08	48.92-49.08	2.94
6.09- 6.24	.37	20.42-20.58	1.23	34.75-34.91	2.09	49.09-49.24	2.95
6.25- 6.41	.38	20.59-20.74	1.24	34.92-35.08	2.10	49.25-49.41	2.96
6.42- 6.58	.39	20.75-20.91	1.25	35.09-35.24	2.11	49.42-49.58	2.97
6.59- 6.74	.40	20.92-21.08	1.26	35.25-35.41	2.12	49.59-49.74	2.98
6.75- 6.91	.41	21.09-21.24	1.27	35.42-35.58	2.13	49.75-49.91	2.99
6.92- 7.08	.42	21.25-21.41	1.28	35.59-35.74	2.14	49.92-50.08	3.00
7.09- 7.24	.43	21.42-21.58	1.29	35.75-35.91	2.15	50.09-50.24	3.01
7.25- 7.41	.44	21.59-21.74	1.30	35.92-36.08	2.16	50.25-50.41	3.02
7.42- 7.58	.45	21.75-21.91	1.31	36.09-36.24	2.17	50.42-50.58	3.03
7.59- 7.74	.46	21.92-22.08	1.32	36.25-36.41	2.18	50.59-50.74	3.04
7.75- 7.91	.47	22.09-22.24	1.33	36.42-36.58	2.19	50.75-50.91	3.05
7.92- 8.08	.48	22.25-22.41	1.34	36.59-36.74	2.20	50.92-51.08	3.06
8.09- 8.24	.49	22.42-22.58	1.35	36.75-36.91	2.21	51.09-51.24	3.07
8.25- 8.41	.50	22.59-22.74	1.36	36.92-37.08	2.22	51.25-51.41	3.08
8.42- 8.58	.51	22.75-22.91	1.37	37.09-37.24	2.23	51.42-51.58	3.09
8.59- 8.74	.52	22.92-23.08	1.38	37.25-37.41	2.24	51.59-51.74	3.10
8.75- 8.91	.53	23.09-23.24	1.39	37.42-37.58	2.25	51.75-51.91	3.11
8.92- 9.08	.54	23.25-23.41	1.40	37.59-37.74	2.26	51.92-52.08	3.12
9.09- 9.24	.55	23.42-23.58	1.41	37.75-37.91	2.27	52.09-52.24	3.13
9.25- 9.41	.56	23.59-23.74	1.42	37.92-38.08	2.28	52.25-52.41	3.14
9.42- 9.58	.57	23.75-23.91	1.43	38.09-38.24	2.29	52.42-52.58	3.15
9.59- 9.74	.58	23.92-24.08	1.44	38.25-38.41	2.30	52.59-52.74	3.16
9.75- 9.91	.59	24.09-24.24	1.45	38.42-38.58	2.31	52.75-52.91	3.17

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57-B

EMPLOYMENT APPLICATION

1. NAME (Last) (First) (Middle)

2. ADDRESS (Number, Street, City, Zip Code) | 3. TELEPHONES Home ____ Business ____

Length of Time at Current Address | Time at Previous Address

QUESTIONS 4 THROUGH 10 MUST BE ANSWERED *YES* OR *NO*

	YES	NO
4. Do you have a valid California Drivers License?		
5. Do you claim Veteran's Preference? If Yes, complete the following and submit copy of DD214 with application. (Veteran's Preference is applicable to entry level positions, only.) SERVICE DATES From ____ To ____ NOTE: To receive credit you must have served at least 30 days in the United States Armed Forces in time of war, or national emergency declared by the President of the United States of America, and have been discharged or released under conditions other than dishonorable.		
6. May we contact your present employer as to your qualifications, character and ability?		
7. Have you ever been dismissed from employment or resigned to avoid dismissal for misconduct or unsatisfactory service? (If Yes, give details in Question 11)		
8. Have you ever received Workmen's Compensation? (If Yes, describe in Question 11)		
9. Have you any disease, nervous disorder, physical disability or infirmity? (If Yes, describe in Question 11)		
10. Have you been hospitalized for any reason in the past five years? (If Yes, describe in Question 11)		

11 Explanations to questions 7 through 10 (Use additional sheets of paper, if necessary.)

12 EDUCATIONAL RECORD

Circle Highest Grade Completed: 6 7 8 9 10 11 12 | Name and Location of Last Elementary or High School | Graduated? Yes ☐ No ☐

Name and Location of College or University | Major | Credits or Degree

List any related business, trade, special training (give location and dates); estimated typing and shorthand speeds; San Mateo County typing and/or shorthand certificates (give certificate number and date); location of college placement file; and other related information as applicable.

13. EMPLOYMENT INFORMATION

(Begin with your present employment and work back. Account for all time during the past ten years, including periods of unemployment. In addition, please describe any other related work experience, including volunteer work. Use additional sheets if more space is required.)

Present or Last Position

Employer ____ From ____ mo. year

Address ____ To ____ mo. year

Supervisor's Name & Title ____ Phone ____ Total ____ years months

Your Title ____ Full Time ☐ Part Time ☐

Duties ____ Last Salary ____

Reason for leaving ____

Employer ____ From ____ mo. year

Address ____ To ____ mo. year

Supervisor's Name & Title ____ Phone ____ Total ____ years months

Your Title ____ Full Time ☐ Part Time ☐

Duties ____ Last Salary ____

14. PERSONAL REFERENCES - GIVE THREE (Do not include previous employers or relatives.)

NAME	ADDRESS	PHONE NUMBER

COMPETENCY BASED JOB DESCRIPTION FACT SHEET

OCCUPATIONAL TITLE: COOK HELPER

D.O.T. CODE: 317.887 (4th Ed.: 317.687-010)

A.C.E. NUMBER: 58

CAREER LADDER:

FIRST LEVEL: Cook Helper
Food Assembler

SECOND LEVEL: Cook

D.O.T.'s GENERAL EDUCATIONAL DEVELOPMENT LEVEL: 2

SITE WHERE THE JOB CAN BE OBSERVED:

Hillsdale Inn
East Hillsdale Blvd. and
South Bayshore Blvd.
San Mateo, CA

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Number of annual jobs in San Mateo County: 40. This number is based upon the San Francisco-Oakland SMSA, U.S. Census Manpower projections and the quarterly employment security application record system reports on local San Mateo County Employment Development Department job opening activity.

Usual Entrance Requirements: Job Application.

JOB DESCRIPTION (DOT): Assists workers engaged in preparing foods for hotels, restaurants, or ready-to-serve packages by performing any combination of the following tasks: Washes, peels, cuts, and seeds vegetables and fruits. Cleans, cuts, and grinds meats, poultry, and seafood. Dips food items in crumbs, flour, and batter to bread them. Stirs and strains soups and sauces. Weighs and measures designated ingredients. Carries pans, kettles, and trays of food to and from work stations, stove, and refrigerator. Stores foods in designated areas, utilizing knowledge of temperature requirements and food spoilage. Cleans work areas, equipment, and utensils, segregates and removes garbage and steam cleans or hoses garbage containers. Distributes supplies, utensils and portable equipment using handtruck.

THE ACADEMIC REQUIREMENTS FOR THE JOB OF

COOK HELPER

Below are listed first in general terms and then in specific competencies the math and communication activities which a person must typically be able to carry out to function successfully as a cook helper.

The right-hand column lists the exact competencies found to have been essential to the job in our on-site employee interview. This column also notes the skills which are prerequisites to those competencies.

The middle column *states the skill in more general language. The controlled language of this column permits comparison of skills between occupations.

*The items in the middle column have been abstracted from an abbreviated version of the taxonomy of generic skills developed by Kawula, W.; and Smith, A. De W.; Generic Skills Handbook of Occupational Information, Training Research and Development Station, Prince Albert, Saskatchewan, 1975.

1A.1 Prerequisite to 1A.5 Given a series of numbers in numeral form (e.g. 10, 20, 30), be able to copy series in handwritten form with 100% accuracy.

1A.2 Prerequisite to 1A.5 Identify place value of digits in a given whole number with up to seven digits.

1A.3 Prerequisite to 1A.5 Read a given whole number less than ten million and write its name in words.

1A.4 Prerequisite to 1A.5 Write a whole number less than 10 million given the word name of the number.

1A.5 A COOK'S HELPER must be able to count pans for food preparation.

To accomplish this task, the student must be able to count a set of up to 100 objects and state or write the number of objects counted.

To demonstrate the ability to perform this task, the student will determine the number of pencils placed on the table by the instructor.

1B.1 Prerequisite to 1B.5 Perform addition of whole numbers given instructions such as:

What is the total of 8 and 5?
8 plus 5 is ____;
Find the sum of 8 and 5;
Add 8 and 5;

8 + 5 = ____;

$$\begin{array}{r} 8 \\ +\ 5 \\ \hline \end{array}$$

1B.2 Prerequisite to 1B.5 Find the sum of a set of whole numbers of 1 - 5 digits including cases where carrying is required.

1B.3 Prerequisite to 1B.5 Perform subtraction of whole numbers given instructions such as:

8 minus 5 is ____;
Subtract 5 from 8;
Find the difference of 8 and 5;
8 - 5 = ____;

If you had 8 and gave away 5, you would have ____;

$$\begin{array}{r} 8 \\ -\ 5 \\ \hline \end{array}$$

1B.4 Prerequisite to 1B.5 Find the difference of two 1 - 5 digit numbers including cases where borrowing is required.

1B.5 A COOK'S HELPER must be able to figure out needs for banquets and dinners. He must also be able to determine how much food needs to be made to fill those needs from existing stocks.

To accomplish this task, the student must be able to solve a routine word problem using subtraction and/or addition of whole numbers.

To demonstrate the ability to perform this task, the student will find the answer to the following problem:

Two formal banquets are scheduled for the same night. One banquet required 680 hot cross buns while the other needs 800 buns. If there are 299 buns already baked, how many more are needed?

KEY: 1181 buns.

1C.1 Prerequisite to 1C.5 Perform multiplication of whole numbers given instructions such as:

6 times 2 is ____;
Three two's are ____;
The product of 6 and 2 is ____;
6 x 2 = ____; $\underline{6}$ $\underline{\times 2}$.

1C.2 Prerequisite to 1C.5 Find the product of a given pair of whole numbers of which one number is up to five digits and the other number up to three digits.

1C.3 Prerequisite to 1C.5 Perform division of two simple whole numbers (no remainder) given instructions such as:

6 divided by 2 is ____; $6 \div 2 =$ ____;
2 into 6 goes ____ times; $2\overline{)6} =$ ____;
The quotient of 6 divided by 2 is ____; $\frac{6}{2} =$ ____.

1C.4 Prerequisite to 1C.5 Find quotients of 1 - 5 digit dividends and 1 - 3 digit divisors including cases where there are remainders.

1C.5 A COOK'S HELPER must be able to calculate the items of food cooked in quantities (dozens, etc.) and to also figure out portions of food per person.

To accomplish this task, the student must be able to solve routine word problems using multiplication and/or division of whole numbers.

To demonstrate the ability to perform this task, the student will solve the problem below:

Tonight's dinner will serve 381 people. If there 73 dozen (1 dozen = 12) cookies on hand for dinner, how many cookies could each person have? Would there be any left over? How many?

KEY: 2 cookies apiece; yes; 114 cookies left.

2A.1b Prerequisite to 6E.2 Read fractions orally and explain that a fraction represents a given number of parts out of a total number of equal parts.

2A.2 Prerequisite to 2C.2 Reduce a fraction to its simplest form (lowest terms).

2A.3 Prerequisite to 2C.2 Change improper fractions to mixed numbers and mixed numbers to improper fractions.

2C.1 Prerequisite to 2C.2 Calculate the product in simplest form of:

a. a common fraction and a whole number.
b. two common fractions.

2C.2 A COOK'S HELPER must be able to expand basic recipes to accomodate the number of people to be served.

To accomplish this task, the student must be able to calculate the product in simplest form:

a. a mixed number and a whole number,
b. two mixed numbers.

To demonstrate the ability to perform this task, the student will perform the multiplications indicated below:

a. 18 x 3 1/2 = ____.
b. 4 3/8 x 2/3 = ____.
c. 12 1/4 x 1 1/3 = ____.

KEY: a-63, b-2 11/12, c.-16 1/3.

6D.3 A COOK'S HELPER must be able to measure out ingredients to fill a recipe.

To accomplish this task, the student must be able to measure liquid content or capacity of a container to within 1 unit of the scale on the measuring instrument.

To demonstrate the ability to perform this task, the student will fill a beaker or other graduated container with at least two different amounts of water as indicated by the instructor.

6E.2 A COOK'S HELPER must be able to weigh portions of meat.

To accomplish this task, the student must be able to weigh common objects on balance or spring loaded scales, correct within one unit of the scale readings.

To demonstrate the ability to perform this task, the student will weigh several objects, chosen by the instructor, on a scale (accurate to within one unit on the scale).

6G.1 A COOK'S HELPER must be able to fill out a timecard.

To accomplish this task, the student must be able to subtract 12-hour clock times including cases where borrowing is required.

To demonstrate the ability to perform this task, the student will determine the number of hours worked each day on the timecard below and find the total number of hours worked in that week:

WEEKLY TIME CARD

August Strindberg — EMPLOYEE'S NAME — 9/14 — WEEK ENDING — 933

UNIT _____ RATE OF PAY _____

	A.M. START WORK	LUNCH STOP WORK	LUNCH START WORK	P.M. STOP WORK	TOTAL HOURS WORKED	OVERTIME HOURS
SATURDAY	6	9	10	3		
SUNDAY	6:30	9	9:30	3:45		
MONDAY	6	9	10	3:30		
TUESDAY	6	9	9:30	3		
WEDNESDAY	6	9	10	3:35		
THURSDAY	6	10	10:30	3:40		
FRIDAY						
				TOTAL HOURS WORKED		

I CERTIFY THAT THIS IS A TRUE AND ACCURATE RECORD OF MY WORKING TIME FOR THE ABOVE PERIOD August Strindberg — EMPLOYEE'S SIGNATURE

8A.3 Prerequisite to 8A.5 Identify a series of consecutive whole numbers or multiples of whole numbers with or without equal subdivisions between numbers on a measuring device, as a graduated scale.

8A.4 Prerequisite to 8A.5 Write the size of the interval between:

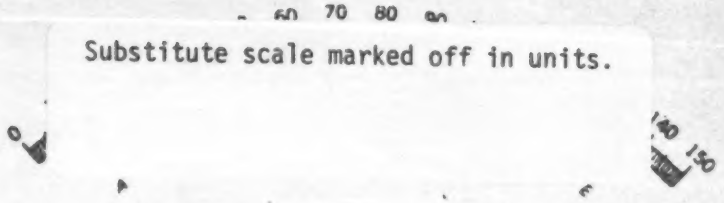
a. numerals on a graduated scale.
b. subdivisions on a graduated scale.

8A.5 A COOK'S HELPER must be able to read thermometers on freezing units and ovens.

To accomplish this task, the student must be able to write the measurement indicated on a sketch of a graduated scale:

a. to the nearest whole number when the scale is marked off in consecutive whole numbers with or without subdivisions;
b. to a given precision when the scale is marked off in multiples of a whole number with or without subdivisions;
c. to a given precision when the scale is marked off in whole numbers with or without subdivisions representing fractions such as halves, quarters, eighths, sixteenths, tenths, or fifths;
d. to a given precision when the scale is marked off in whole numbers which represent multiples of a given number such as 100 or 1000.

To demonstrate the ability to perform this task, the student will determine the readings indicated below and write them in the provided blanks.



A___ B___ C___ D___ E___

13A.1 Prerequisite to 15A.2 Given letters of the alphabet in manuscript form and in random order, read each letter and pronounce each letter correctly.

15A.1 Prerequisite to 15A.2 Read a list of 50 words from a series of commonly used terms (e.g., from the Dolch List).

15A.2 A COOK'S HELPER must be able to read the labels on cans or packaged foods.

To accomplish this task, the student must be able to read words from the labels of frequently used products or of products used in a given occupation.

MAETERLINCK'S BEET SOUP

Made with choice, hearty beets, Mother Nature's finest rhubarbs, fresh onions, and delicate spices, blended to perfection in Chef Maurice's own kitchen.

To demonstrate the ability to perform this task, the student will read the label below, pronouncing each word and briefly explaining each of the words below to the instructor:

soup	fresh	spices
choice	onions	blended
hearty	delicate	kitchen
rhubarbs		

15A.3 A COOK'S HELPER must be able to converse with customers and co-workers.

To accomplish this task, the student must be able to read and use words common the the vocabulary of a given occupation.

To demonstrate the ability to perform this task, the student will match the following with 90% accuracy:

A. utensil	1. the science of health and its maintenance
B. ingredients	2. making or keeping cool or cold
C. grill	3. any of the things that a mixture is made of
D. saute	4. an implement or container used in a kitchen
E. hygiene	5. cone shaped strainer
F. refrigeration	6. a large cook's knife with a blade of at least eight inches
G. sifter	7. mixer
H. produce	8. small room off the kitchen where cooking ingredients and utensils, china, etc., are kept
I. china cap	9. fresh fruits and vegetables
J. pantry	10. a utensil used as a sieve to separate fine particles from coarser ones
K. French knife	11. a large griddle
L. hobart	12. to fry quickly in a little fat

KEY: A-4, B-3, C-11, D-12, E-1, F-2, G-10, H-9, I-5, J-8, K-6, L-7.

16A.1 Prerequisite to 16A.4 Identify a form as a standardized printed document with blank spaces for recording certain needed information.

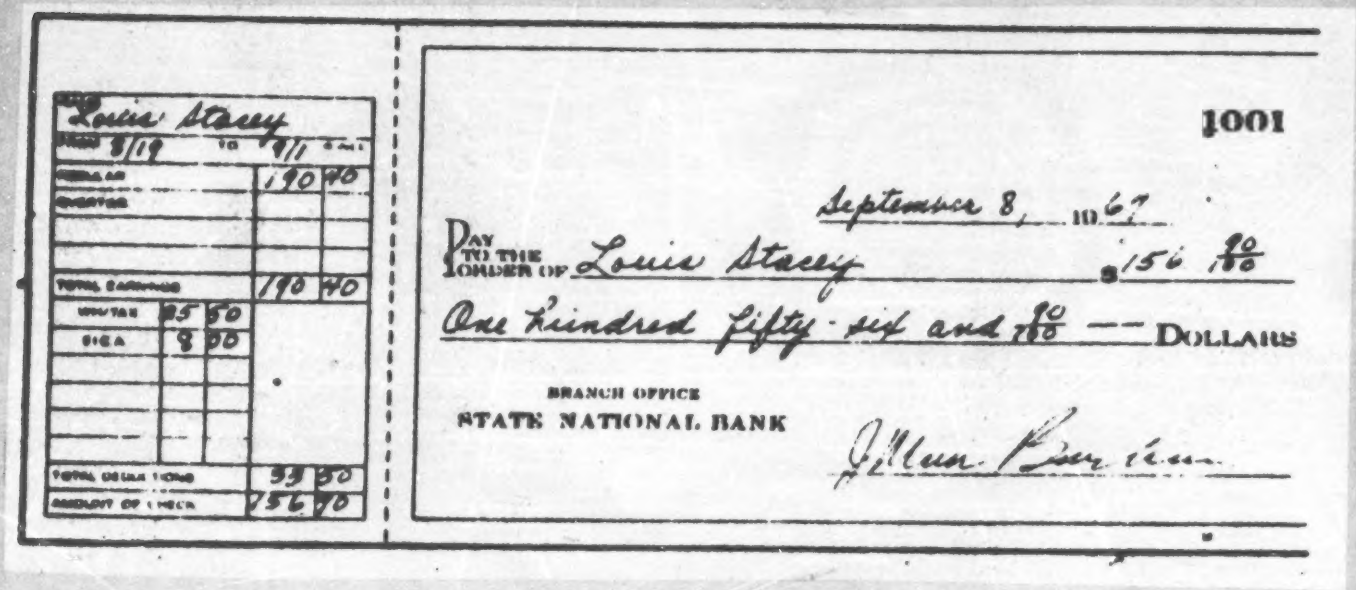
16A.2 Prerequisite to 16A.4 Interpret terminology and abbreviations frequently found in forms.

16A.3 Prerequisite to 16A.4 Identify various kinds of forms by stating the kind of information to be recorded.

16A.4 A COOK'S HELPER must be able to read a paycheck and other business forms.

To accomplish this task, the student must be able to, given a variety of common business forms such as work orders, pay vouchers and receipts, answer factual questions based on the data in the form.

To demonstrate the ability to perform this task, the student will refer to the paycheck below and determine from the check stub that the gross pay is $190.40, the withholding is $25.50, the Social Security tax is $8.00 and the net pay is $156.90.



Louis Stacey
PERIOD 8/19 TO 9/1 2 WKS
REGULAR 190 40
TOTAL EARNINGS 190 40
WITHTAX 25 50
SICA 8 00
TOTAL DEDUCTIONS 33 50
AMOUNT OF CHECK 156 90

1001

September 8, 1967

PAY TO THE ORDER OF Louis Stacey $156 90/100

One Hundred Fifty-six and 90/100 -- DOLLARS

BRANCH OFFICE
STATE NATIONAL BANK

J. Allen Fisherman

16D.1 Prerequisite to 16D.5 Identify a manual as a handbook of instructions and/or information related to one topic, and give an example of a manual.

16D.2 Prerequisite to 16D.5 Identify the particular kind of information or directions included in a given cookbook, using the title, table of contents, and/or index as guide.

16D.3 Prerequisite to 16D.5 Identify the parts of a given cookbook which apply to a given situation using the table of contents and/or index as guide.

16D.5 A COOK'S HELPER must be able to use a cookbook.

To accomplish this task, the student must be able to apply instructions or information from a given cookbook to a particular situation given an oral description of a problem that can be solved using information from the manual.

To demonstrate the ability to perform this task, the student will read the instructions below and determine that if a cake is baked in a glass pan it should be in an oven 25° below that of a cake in a metal pan.

Preheat oven to 400° *

8" round pans	25 minutes
9" round pans	30 minutes
9" x 13" pan	20 minutes

* Glass pans - reduce heat to 375°.

17A.7 Prerequisite to 19B.9 Do an exercise that requires recall of given instructions or information.

17A.13 Prerequisite to 19B.9 Given a set of written instructions involving activities to be performed by a number of people and the particular roles, prepare a list and sequence of activities to be performed.

19A.15 Prerequisite to 19B.9 Perform a series of two or three activities which require recall of oral instructions. (The activities to be within the abilities of the student - recall is the item to be demonstrated.)

19B.9 A COOK'S HELPER must be able to follow directions given by the cook.

To accomplish this task, the student must be able to perform a series of two or three activities which require recall of oral instructions and an interpretation of how the instructions were to be fulfilled. (The activities to be within the abilities of the student - recall and interpretation are the items to be demonstrated.)

To demonstrate the ability to perform this task, the student will recall the following, after a time lapse of 30 minutes:

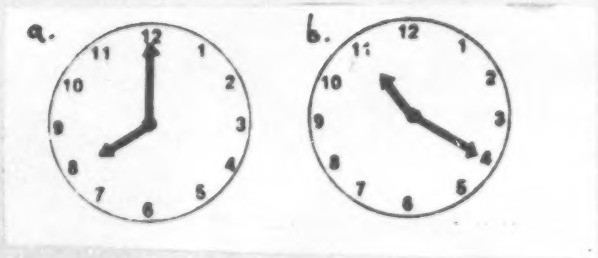
Put the cupcakes in foil liners and bake at 400° for 20 minutes. If you run out of foil liners, grease muffin tins and bake the cupcakes without liners.

21A.3 Prerequisite to 22B.2 Given dates of the year, locate dates on a current calendar.

21A.4 A COOK'S HELPER must be able to arrive on time for work.

To accomplish this task, the student must be able to, given a standard clock, tell correct time to within 5 minutes of actual time.

a. b.



To demonstrate the ability to perform this task, the student will determine the time in the drawings (left):

21A.5 A COOK'S HELPER must be able to write down hours of work on a timecard.

To accomplish this task, the student must be able to, given times of the day, be able to write time:

a. 8:00
b. eight o'clock
c. 8 o'clock

To demonstrate the ability to perform this task, the student will write the times indicated in 21A.4 in the spaces below.

a. _____ b. _____.

22A.1 Prerequisite to 22B.2 Given simple data in the form of words and figures, write phrases on forms which are legible and which convey the desired information.

22B.1 Prerequisite to 22B.2 Given simple data in the form of words and figures, write complete sentences on forms which are legible and which convey the required information.

22B.2 A COOK'S HELPER must be able to fill out a job application form before being hired.

To accomplish this task, the student must be able to complete a sample application form for employment in a legible manner.

To demonstrate the ability to perform this task, the student will complete 58-A in a legible and complete manner.

25C.3 A COOK'S HELPER must be able to order supplies over the telephone.

To accomplish this task, the student must be able to list the steps in using the telephone to:

make a direct distance dial call to a point with the same and different area codes.

To demonstrate the ability to perform this task, the student will determine that the steps in using the telephone are:

a. dial;
b. identify yourself;
c. identify your purpose in calling;
d. verify that you are talking to the right person;
e. proceed with business;
f. close conversation courteously;
g. hang up.

25C.6 A COOK'S HELPER must be able to contact supervisors or to call in to work when he is unable to come in for reasons of health, weather, etc.

To accomplish this task, the student must be able to practice, using inter-office or simulated phones, making and receiving a variety of local and long-distance telephone calls.

To demonstrate the ability to perform this task, the student will use intercom phones to call the instructor to let him know s/he is sick and won't be coming to work today, demonstrating proper telephone etiquette.

26B.1 A COOK'S HELPER must be able to sort recipe cards.

To accomplish this task, the student must be able to, given objects, sort by given classification criteria. The sorting should require a minimum of judgment. To oversimplify, sorting apples by types or tools by various generic classifications would be appropriate but sorting apples by quality or lumber by grades is a rating skill.

To demonstrate the ability to perform this task, the student will sort the pencils on the table into two groups, pencils over four inches long and those under four inches long.

58-A

EMPLOYMENT APPLICATION

1. NAME (Last) (First) (Middle)

2. ADDRESS (Number, Street, City, Zip Code) 3. TELEPHONES

Home

Business

Length of Time at Current Address | Time at Previous Address

QUESTIONS 4 THROUGH 10 MUST BE ANSWERED *YES* OR *NO*

	YES	NO
4. Do you have a valid California Drivers License?		
5. Do you claim Veteran's Preference? If *Yes*, complete the following and submit copy of DD214 with application. (Veteran's Preference is applicable to entry level positions, only.) SERVICE DATES From _____ To _____ NOTE: To receive credit you must have served at least 30 days in the United States Armed Forces in time of war, or national emergency declared by the President of the United States of America, and have been discharged or released under conditions other than dishonorable.		
6. May we contact your present employer as to your qualifications, character and ability?		
7. Have you ever been dismissed from employment or resigned to avoid dismissal for misconduct or unsatisfactory service? (If *Yes*, give details in Question 11)		
8. Have you ever received Workman's Compensation? (If *Yes*, describe in Question 11)		
9. Have you any disease, nervous disorder, physical disability or infirmity? (If *Yes*, describe in Question 11)		
10. Have you been hospitalized for any reason in the past five years? (If *Yes*, describe in Question 11)		

11 Explanations to questions 7 through 10 (Use additional sheets of paper, if necessary.)

12 EDUCATIONAL RECORD

Circle Highest Grade Completed: 8 7 8 9 10 11 12 | Name and Location of Last Elementary or High School | Graduated? Yes ☐ No ☐

Name and Location of College or University | Major | Credits or Degree

List any related business, trade, special training (give location and dates); estimated typing and shorthand speeds; San Mateo County typing and/or shorthand certificates (give certificate number and date); location of college placement file; and other related information as applicable.

13. EMPLOYMENT INFORMATION

(Begin with your present employment and work back. Account for all time during the past ten years, including periods of unemployment. In addition, please describe any other related work experience, including volunteer work. Use additional sheets if more space is required.)

Present or Last Position

Employer _____ From _____ mo. year

Address _____ To _____ mo. year

Supervisor's Name & Title _____ Phone _____ Total _____ years months

Your Title _____ Full Time ☐ Part Time ☐

Duties _____ Last Salary _____

_____ Reason for leaving _____

Employer _____ From _____ mo. year

Address _____ To _____ mo. year

Supervisor's Name & Title _____ Phone _____ Total _____ years months

Your Title _____ Full Time ☐ Part Time ☐

Duties _____ Last Salary _____

14. PERSONAL REFERENCES - GIVE THREE (Do not include previous employers or relatives.)

NAME	ADDRESS	PHONE NUMBER

A.C.E. COMPETENCY BASED JOB DESCRIPTION 59

OCCUPATIONAL TITLE: KITCHEN HELPER

COMPETENCY BASED JOB DESCRIPTION FACT SHEET

OCCUPATIONAL TITLE: KITCHEN HELPER

D.O.T. CODE: 318.887 (4th Ed.: 318.687-010)

A.C.E. NUMBER: 59

CAREER LADDER:

FIRST LEVEL: Kitchen Helper-Bus Boy

SECOND LEVEL: Salad Maker
Sandwich Maker

THIRD LEVEL: Breakfast Cook

D.O.T.'s GENERAL EDUCATIONAL DEVELOPMENT LEVEL: 3

SITE WHERE THE JOB CAN BE OBSERVED:

Anne's Kitchen
Moffet Field
Mountain View

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

The Adult Competency Education Project
SAN MATEO COUNTY OFFICE OF EDUCATION
609 Price Ave., Redwood City, CA 94063
364-5600 Ext.

Number of annual jobs in San Mateo County 388. This number is based upon the San Francisco-Oakland SMSA, U.S. Census Manpower projections and the quarterly employment security application record system reports on local San Mateo County Employment Development Department job opening activity.

Job prerequisites: Job application, interview.

JOB DESCRIPTION (DOT): Performs any combination of the following duties to maintain kitchen work areas and restaurant equipment and utensils in clean and orderly condition: Sweeps and mops floors. Washes worktables, walls, refrigerators, and meat blocks. Segregates and removes trash and garbage and places it in designated containers. Steam-cleans or hoses garbage can. Sorts bottles and breaks disposable ones in bottle crushing machine. Washes pots, pans, and trays by hand. Scrapes food from dirty dishes and washes them by hand or places them in racks or on conveyor to dishwashing machine. Places silver in revolving burnishing machine tumbler, dips it in chemical solutions, holds it against buffing wheel and rubs it with cloth to remove tarnish and restore luster. Holds inverted glasses over revolving brushes to clean inside surfaces. Transfers supplies and equipment between storage and work areas by hand or by use of handtruck. Sets up banquet tables. Washes and peels vegetables, using knife or peeling machine. May be known according to task performed as DISHWASHER, GARBAGE MAN, POTWASHER, SILVERMAN.

THE ACADEMIC REQUIREMENTS FOR THE JOB OF

KITCHEN HELPER

Below are listed first in general terms and then in specific competencies the math and communication activities which a person must typically be able to carry out to function successfully as a kitchen helper.

The right-hand column lists the exact competencies found to have been essential to the job in our on-site employee interview. This column also notes the skills which are prerequisites to those competencies.

The middle column *states the skill in more general language. The controlled language of this column permits comparison of skill between occupations.

*The items in the middle column have been abstracted from an abbreviated version of the taxonomy of generic skills developed by Kawula, W.; and Smith, A. De W.; Generic Skills Handbook of Occupational Information, Training Research and Development Station, Prince Albert, Saskatchewan, 1975.

1A.3 Prerequisite to 1A.5 Read a given whole number less than 10 million and write its name in words.

1A.5 A KITCHEN HELPER must be able to count the number of dishes requested at a given time.

To accomplish this task, the student must be able to count objects up to 100.

To demonstrate the ability to perform this task, the student will go to the top drawer of the filing cabinet and count the number of folders and the number of pages in a given folder.

1C.1 Prerequisite to 1C.5 Perform multiplication of whole numbers given instructions such as:

6 times 2 is ____.
Three two's are ____.
The product of 6 and 2 is ____.

6 x 2 = ____.

$$\begin{array}{r} 6 \\ \times\ 2 \\ \hline \end{array}$$

1C.2 Prerequisite to 1C.5 Find the product of a given pair of whole numbers of which one number is up to 5 digits and the other number up to three digits.

1C.5 A KITCHEN HELPER must be able to determine the number of dishes needed to serve a certain number of tables.

To accomplish this task, the student must be able to use multiplication to solve word problems.

To demonstrate the ability to perform this task, the student will determine the number of dishes needed to set 20 tables if each table requires 8 dishes.

6G.1 A KITCHEN HELPER must be able to fill out a time card.

To accomplish this task, the student must be able to add and subtract duration of time segments and add the total number of hours worked.

To demonstrate the ability to perform this task, the student will complete the form below given the following information:

Sunday:	Worked from 10:00 A.M. to 4:00 P.M. (no lunch)
Monday:	Ill, did not work.
Tuesday:	Worked from 7:00 A.M. to 2:00 P.M. (no lunch)
Wednesday:	Worked from 7:30 - 2:00 Lunch 11:30 - 12:00
Thursday:	Worked from 8:30 - 12:00 No lunch.
Friday:	Day off.

WEEKLY TIME CARD

EMPLOYEE'S NAME _____ WEEK ENDING _____

UNIT _____ RATE OF PAY _____

	A.M. START WORK	LUNCH STOP WORK	LUNCH START WORK	P.M. STOP WORK	TOTAL HOURS WORKED	OVERTIME HOURS
SATURDAY						
SUNDAY						
MONDAY						
TUESDAY						
WEDNESDAY						
THURSDAY						
FRIDAY						
				TOTAL HOURS WORKED		

I CERTIFY THAT THIS IS A TRUE AND ACCURATE RECORD OF MY WORKING TIME FOR THE ABOVE PERIOD _____

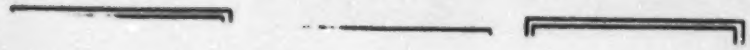
EMPLOYEE'S SIGNATURE

6G.2 Prerequisite to 6G.1 Measure the actual duration of time expended to perform routine functions, correct within 5% of actual duration.

6I.1 A KITCHEN HELPER must be able to check the temperature on the dishwasher to determine rinse and wash water temperature.

To accomplish this task, the student must be able to read a standard indoor/outdoor thermometer.

To demonstrate the ability to perform this task, the student will examine the thermometers below and determine the temperatures shown:



Substitute

three thermometers

at different readings

8A.3 Prerequisite to 6I.1 Identify a series of consecutive whole numbers or multiples of whole numbers with or without equal subdivisions between numbers on a measuring device, as a graduated scale.

8A.4 Prerequisite to 6I.1 Write the size of the interval between:

a. numerals on a graduated scale.
b. subdivisions on a graduated scale.

8A.5 Prerequisite to 6I.1 Write the measurement indicated on a sketch of a graduated scale:

a. to the nearest whole number when the scale is marked off in consecutive whole numbers with or without subdivisions.
b. to a given precision when the scale is marked off in multiples of a whole number with or without subdivisions.
c. to a given precision when the scale is marked off in whole numbers with or without subdivisions representing fractions such as halves, quarters, eighths, sixteenths, tenths, or fifths.
d. to a given precision when the scale is marked off in whole numbers which represent multiples of a given number such as 100 or 1000.

13A.1 Prerequisite to 15A.2 Given letters of the alphabet in manuscript form and in random order, read each letter and pronounce each letter correctly.

15A.1 Prerequisite to 15A.2 Read a list of 50 words from a series of commonly used terms (e.g., from the Dolch List).

15A.2 A KITCHEN HELPER must be able to use the proper bins in putting away supplies.

To accomplish this task, the student must be able to read labels common to kitchen and cooking products.

To demonstrate the ability to perform this task, the student will read the label below and explain the following words to the instructor:

process	refrigeration
percolated	bitter
subside	

Substitute

Instant Coffee

Label

15A. 3 A KITCHEN HELPER must be able to converse with his fellow workers and follow directions.

To accomplish this task, the student must be able to read and use orally words common to kitchens and foods.

To demonstrate the ability to perform this task, the student will correctly match the following words with their proper definitions:

A. napkin	1. a powder obtained by grinding wheat or other grains.
B. spoon	2. continuous belt for moving objects.
C. flour	3. to polish.
D. bisquick	4. discolored or stained
E. cereal	5. a cloth or paper square used to protect clothes or for wiping the face and hands.
F. regrigerator	6. something designed to be thrown away.
G. conveyor	7. formal dinner, usually with speeches.
H. burnish	8. food made from grains such as oats or wheat.
I. pare	9. a small shallow dish for holding a cup.
J. banquet	10. device to keep food cold.
K. disposable	11. to peel
L. tarnished	12. a pre-mixed powder for baking pancakes, etc.
M. saucer	13. a utensil used for stirring and eating soups and other liquids.

KEY: 1-E; 2-M; 3-A; 4-L; 5-H; 6-J; 7-B; 8-C; 9-~~K; 10-G~~; 11-F; 12-D; 13-I.

15B.1 A KITCHEN HELPER must be able to work safely on the job.

To accomplish this task, the student must be able to read and understand functional signs.

To demonstrate the ability to perform this task, the student will read aloud the signs below and explain their meanings to the instructor.

16A.1 Prerequisite to 22B.2 Identify a form as a standardized printed document with blank spaces for recording certain needed information.

16A.2 Prerequisite to 22B.2 Interpret terminology and abbreviations frequently found in forms.

16A.3 Prerequisite to 22B.2 Identify various kinds of forms by stating the kind of information to be recorded.

17A.7 Prerequisite to 19A.15 Do an excercise that requires recall of given instructions or information.

17A.13 Prerequisite to 19A.15 Given a set of written instructions involving activities to be performed by a number of people, and the particular role, prepare a list and sequence of activities to be performed.

19A.15 A KITCHEN HELPER must be able to do simple tasks under supervision.

To accomplish this task, the student must be able to perform two or three activities which require recall of oral instructions.

To demonstrate the ability to perform this task, the student will listen to the following directions, read orally by the instructor and then carry them out:

From a set of plastic silverware, take 4 knives, 4 spoons and 4 forks. Place them in front of 4 chairs, starting with the spoons on the left and ending with the knives on the right.

21A.3 A KITCHEN HELPER must be able to fill out a time card or time sheet.

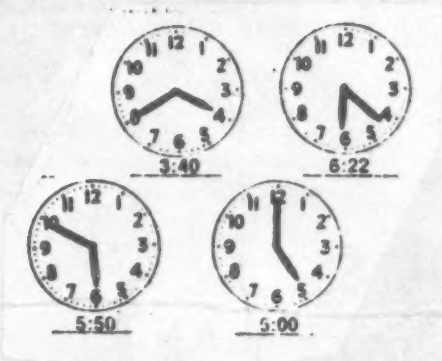
To accomplish this task, the student must be able to write the date correctly.

To demonstrate the ability to perform this task, the student will write the date of his birthday as well as today's date using the correct punctuation and capitalization.

21A.4 A KITCHEN HELPER must be able to keep track of the time he works each day on a time card.

To accomplish this task, the student must be able to tell time correctly to within 5 minutes of actual time.

To demonstrate the ability to perform this task, the student will examine the clocks below and correctly name the time shown on each:



22A.1 Prerequisite to 22B.2 Given simple data in the form of words and figures, write phrases on forms which are legible and which convey the desired information.

22B.1 Prerequisite to 22B.2 Given simple data in the form of words and figures, write complete sentences on forms which are legible and which convey the required information.

22B.2 A KITCHEN HELPER must be able to apply for a job.

To accomplish this task, the student must be able to fill out a job application accurately and legibly.

To demonstrate the ability to perform this task, the student will completely fill out 59-A correctly and neatly.

26B.1 A KITCHEN HELPER must be able to return clean dishes and silverware to their proper places on the shelves.

To accomplish this task, the student must be able to, given objects, sort by given classification criteria.

To demonstrate the ability to perform this task, the student will, given a group of objects on hand in the room, sort them by their basic shapes (i.e., squares, rectangles, circles, etc.)

59-A

EMPLOYMENT APPLICATION

1. NAME (Last) (First) (Middle)

2. ADDRESS (Number, Street, City, Zip Code) 3. TELEPHONES

Home

Business

Length of Time at Current Address | Time at Previous Address

QUESTIONS 4 THROUGH 10 MUST BE ANSWERED *YES* OR *NO*

	YES	NO
4. Do you have a valid California Drivers License?		
5. Do you claim Veteran's Preference? If *Yes*, complete the following and submit copy of DD214 with application. (Veteran's Preference is applicable to entry level positions, only.) SERVICE DATES From _____ To _____ **NOTE:** To receive credit you must have served at least 30 days in the United States Armed Forces in time of war, or national emergency declared by the President of the United States of America, and have been discharged or released under conditions other than dishonorable.		
6. May we contact your present employer as to your qualifications, character and ability?		
7. Have you ever been dismissed from employment or resigned to avoid dismissal for misconduct or unsatisfactory service? (If *Yes*, give details in Question 11)		
8. Have you ever received Workmen's Compensation? (If *Yes*, describe in Question 11)		
9. Have you any disease, nervous disorder, physical disability or infirmity? (If *Yes*, describe in Question 11)		
10. Have you been hospitalized for any reason in the past five years? (If *Yes*, describe in Question 11)		

11 Explanations to questions 7 through 10 (Use additional sheets of paper, if necessary.)

12 **EDUCATIONAL RECORD**

Circle Highest Grade Completed
6 7 8 9 10 11 12

Name and Location of Last Elementary or High School

Graduated? Yes ☐ No ☐

Name and Location of College or University | Major | Credits or Degree

List any related business, trade, special training (give location and dates); estimated typing and shorthand speeds; San Mateo County typing and/or shorthand certificates (give certificate number and date); location of college placement file; and other related information as applicable.

13. **EMPLOYMENT INFORMATION** (Begin with your present employment and work back. Account for all time during the past ten years, including periods of unemployment. In addition, please describe any other related work experience, including volunteer work. Use additional sheets if more space is required.)

Present or Last Position

Employer _____

Address _____

Supervisor's Name & Title _____ Phone _____

Your Title _____

Duties _____

From _____ mo. year

To _____ mo. year

Total _____ years months

Full Time ☐ Part Time ☐

Last Salary _____

Reason for leaving _____

Employer _____

Address _____

Supervisor's Name & Title _____ Phone _____

Your Title _____

Duties _____

From _____ mo. year

To _____ mo. year

Total _____ years months

Full Time ☐ Part Time ☐

Last Salary _____

14. **PERSONAL REFERENCES - GIVE THREE** (Do not include previous employers or relatives.)

NAME	ADDRESS	PHONE NUMBER